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ABSTRACT

The purpose of the peer support training workshop for which this notebook was produced was to develop peer leadership groups as a way of dealing with student problems connected with school desegregation. The first quarter of the notebook is divided into three sections. Section I gives an overview of workshop goals and development. The meaning and purpose of peer support is discussed in Section II. Section III gives details about the workshop schedule and groupings. The major part of the notebook (Section IV) is devoted to instructions for workshop activities and materials for use in the workshops. The activities are divided into six major groups: (1) warm-ups (initial sharing and trust); (2) group process; (3) communications; (4) decisionmaking; (5) giving and receiving feedback; and (6) problem solving and action planning. (CMG)

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ED238980

PEER SUPPORT TRAINING WORKSHOP

NOTEBOOK

February 3-5, and
10-12, 1978

at

Rutgers University Continuing Education Center

Sponsored by

Office of Equal Educational Opportunity
New Jersey State Education Department

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OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY

PEER LEADERSHIP GROUP TRAINING

PROGRAM DESCRIPTIONS

Purpose of the Peer Leadership Group:

- A. To produce improved interpersonal relations and interaction among students across racial/cultural/social barriers within desegregative school settings.
- B. To prevent, eliminate or reduce the frequency and intensity of incidents of disruptive behavior, vandalism, intergroup conflict and racial/cultural isolation among students.

Information made available to O.E.E.O. from local districts strongly suggests that students respond much better to their peer groups than to adults -- especially in a crisis or conflict situation. Therefore, "Peer Leadership Groups" will be developed as a process to deal with student-oriented problems incident to school desegregation.

Composition of Peer Leadership Groups; Selection Process:

The "Selection Committee for Peer Group Leaders" will be formed and will include but not necessarily be limited to:

Teachers, Administrators, Guidance Personnel, Students

The Committee will select pupils who represent a broad cross-section of the student body by ethnicity and by school, and a few leadership-prone youth who are not in school (i.e., dropouts). The number of participants in each program will vary by district. Those chosen will have demonstrated their leadership ability positively or negatively.

The Peer Leadership Groups will be given comprehensive training in human relations. Some of the areas to be addressed in a three-day workshop will be:

- 1.1 the meaning and process of staff-student and student-student relationships.
- 1.2 staff, student and administrator roles in a human relations program.
 - a. the facilitative role and the destructive role
 - b. group process and interaction
 - c. the meaning of support

- 1.3 leadership styles and skills; autocratic, democratic and participative decision-making; and authority/control/responsibility considerations.
- 1.4 educational content, the content delivery process and their implications for racial-ethnic understanding, including an examination of the norms, values and attitudes extant in the school.
- 1.5 enhancing awareness and self concept in classroom, including practical tools and approaches for classroom use.

Specific training will be given to administrators and teachers which will:

- 2.1 provide teaching staff members with specific facilitative, communication and group process skills to effectively stimulate the development of leadership and decision-making qualities among students, and the acquisition of greater understanding and appreciation of racial/ethnic/cultural differences among both staff and students within a multi-ethnic school setting.
- 2.2 provide administrative personnel with the necessary leadership, communication and group process skills to effectively supervise a human relations program involving the students, teachers and administrators of the school system, and to acquire for themselves a greater racial/cultural understanding and appreciation, as necessary to the enlightened management of a multi-ethnic school environment.

The training will consist of a three-day conference at a central location for the seven participating districts, each of which will send teams of ten Peer Leadership Group members who are of the teaching staffs and students from each target school affected by the desegregation process, the out-of-school youth who have been selected, and affected school administrators. The 70 people will receive training in the areas previously identified as 1.1 through 1.5 and 2.1 and 2.2, inclusively.

It should be remembered that the training experience shall provide participants with:

- a. communication and leadership skills
- b. attitudinal skills directly affecting a smooth implementation of the desegregation process

Peer Leadership
Group Training

Program Descriptions

As a result of the training, the following will be able to:

1. (students) - utilize basic interpersonal skills and human relations strategies when interacting with their peers, teachers and lower grade students.
2. (staff members) - utilize facilitative group processes, model communication and interpersonal skills, and employ humanistic problem-solving techniques.
3. (administrative personnel) - demonstrate heightened effectiveness in humanistic supervisory, group process and communication skill areas.

Costs for followup training will have to be assumed by the districts involved.

EMECI PROFILE

Introducing E.M.E.C.I.

E.M.E.C.I. is an educational management firm incorporated in New Jersey in 1973 to provide consulting services to government and private agencies in professional training, instructional design, project management, research and evaluation, and curriculum development. Our past and present clients include the U.S. Office of Education's Division of Plans and Supplementary Centers, and Section 306 personnel from Title IVC; Educational Testing Service's Division of Continuing Education Programs; the New York City Human Resources Administration's Division of Special Services to Children, the National Institute of Mental Health, state departments of education in New Jersey, Pennsylvania and Delaware; the Commonwealth Territory of Puerto Rico, and many, many school systems.

The staff of E.M.E.C.I., including Dr. Howard Polsky, Dr. Calvin Sturgies, Dr. Harvey Silver and E.M.E.C.I.'s President, Robert Hanson, have all had extensive training and fieldwork experience in the multiple applications of peer support systems, peer leadership, and peer counsellor training.

Introducing the Trainers

Dr. Howard Polsky, a consultant to the project, is serving as a consultant to the Office of Staff Training and Development for H.R.A. Additionally, he is an instructor in the Child Workers' Training Project funded by S.U.N.Y. at Stoney Brook. For three years, under the auspices of N.I.M.H., Dr. Polsky directed a Peer Autonomous Group Program in the Cedar Knolls School in Hawthorne, N. Y. Additionally, he developed a self-help peer youth growth program in Teaneck, N. J. on the Junior and Senior High School students. Dr. Polsky, a faculty member at Columbia University, has written extensively on peer group relationships, group dynamics, and human communications. His book "Cottage Six" has sold over 40,000 copies and is currently in a sixth edition.

Dr. Harvey Silver, Vice President of E.M.E.C.I., previously served as Director of Youth Services for Morningside Heights, Inc. In this program Dr. Silver developed neighborhood youth corporations, serving West Harlem and Morning Side Heights, establish-programs for youth in counselling, job training and decision-making, and set up self-help employment projects. These programs were recorded on videotape for dissemination throughout the community on a peer instructional basis. The Youth Services program's counselling component relied heavily on peer counselling techniques and activities. The program was judged so successful as to secure funding from 1971 through 1972 from the N. Y. Urban

League and the Chase Manhattan Bank. Dr. Silver has also served as Director of Drug and Health services for a large urban school district in New York City with predominantly Hispanic, Black and Chinese students. The District's program, under Silver's leadership, won two competitive New York State Health Education grants. This program, Project SHARP (Student Health Advocate Resource Program), was designed to train students in peer leadership techniques in order that participating students could serve as health advocates in their own communities. Additionally, Dr. Silver has served as the Director of a nationally validated project, Project LEM, and as the N.J. Department of Education's Director of Training for the implementation of the "Thorough and Efficient" planning program for the state. Dr. Silver earned his M.Ed., and Ed.D. from Columbia University's Teachers College. He has taught all grade levels from elementary school through college.

Dr. Calvin Sturgies, Jr., has had extensive service at multiple locations in all aspects of counselling and working with adolescents. Recently he served as the trainer for a Peer Challenge program in West Chester, Pa. (Please note newspaper article attached.) Dr. Sturgies has had training in group relations, was in a clinical internship at Yale, and participated in the post graduate program in group psychotherapy and psychoanalysis at New York Medical College. Dr. Sturgies received his M.A. and Ed. D. from Columbia in the Department of Applied

Human Development. He is a member of the Academy of Certified Social Workers, of the American Academy of Human Services, and of the Association of Black Social Workers. Presently he is an Assistant Professor at New York University's School of Social Work and teaches courses in Group Methods and Processes, and Communication and Personal Awareness.

J. Robert Hanson, President of E.M.E.C.I., will serve as Project Manager. Hanson holds graduate degrees from the University of Nebraska, Yale University, and the University of the South. He has completed his course work for the Ph. D. at Temple University. Hanson has had 21 years of educational administration experience. His immediate past client working relationships have been in the areas of educational project management, evaluation design, planning design for the N J. Department of Education's work in T&E, and in setting up the Department's current management organization system called the Operational Plan. Prior to joining RCA as Manager of Educational Research and Evaluation he was an Assistant Principal of Trenton High School, and also served as federal grants Coordinator for the District from 1968-1970. He also directed a project for underachieving male senior high schoolers at Trenton High School. This project made highly effective use of the techniques of Guided Group Interaction, a form of peer counselling. Hanson has both studied and participated in group therapy, group interaction techniques, and T. Group training.

EMECI

GOALS AND OBJECTIVES

OF THE PEER SUPPORT TRAINING WORKSHOP

The purpose of this workshop is to help students, teachers, administrators and community members work and learn together in greater harmony.

This will be accomplished through three levels of training:

Level 1: Understanding each other.

The ultimate result of the 3-day training workshop should be seen as the ability to use all the specific training given in service of the following themes:

- a. Recognizing diverse cultural backgrounds
- b. Living with and appreciating differences
- c. Recognizing that we have common human needs

Level 2: Developing a Peer Support System.

One way to incorporate the three themes above into everyday behavior and interactions is through the development of a Peer Support System. The focus of this workshop will be to help participants define, experience, implement and function effectively within such a system in their schools and communities.

Level 3: Learning new skills.

In order to accomplish the first two objectives, it is necessary to help workshop participants develop basic human relations skills and an understanding of the processes of group development, group decision-making, change and problem-solving. Therefore, the foundation of the workshop will be activities which teach these skills within settings that simulate back-home experiences.

At this level, the goals of the training are as follows:

- A. To increase the participant's ability to demonstrate openness and ease of interpersonally relating to a peer, and to other group members (Sharing and Trust exercises).

EMECI

GOALS AND OBJECTIVES
(Cont'd)

- B. To help participants become more aware of the skills necessary for effective group and peer leadership, and to become more sensitive to what is happening to group members within the group while working on a task (Group Process exercises).
- C. To increase the participant's skill and willingness to utilize effective communications methods, both within the peer relationship and in other group settings (Communications exercises).
- D. To increase participant's knowledge and skill in the building of effective behavior norms; in obtaining commitment for change through both peer and group settings, and for utilizing individual and group resources through the skills of collaborative decision-making (Decision-making exercises).
- E. To increase the participant's skill in using systematic problem-solving techniques. This includes problem identification, diagnosis, analysis, deriving action alternatives, planning for action and evaluation (Problem-solving activities).
- F. To increase the participant's knowledge and understanding of their own individual, peer and organization staff development needs and to increase the participant's knowledge regarding the change process, pertinent models, and their role as change agent.

The programmatic development of these training goals follows. (In addition, many of the exercises, activities and models used throughout the workshop are included in detail in the activity sections of this notebook.)

TRAINING GOALS
PROGRAMMATIC DEVELOPMENT

TRAINING GOAL A

To increase the participant's ability to demonstrate openness and ease of interpersonally relating to other group members, (in superordinate, peer and subordinate roles).

1. Personal Sharing - Sharing feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Sharing emotions clearly and appropriately (joy, boredom, anger, sorrow, etc.).
2. Trust Building - A process for developing trust between and among group members as a result of personal sharing and feedback characterized by individuals willing to listen to and try others' ideas, seek and accept help from others and express sincere and honest feelings.
3. Johari Window - Is a model of interpersonal learning developed by Joseph Luft and Harry Ingram by which members of a group express trust as the basis for receiving and giving feedback. It rests on the simple premise that there are aspects of oneself that are known and unknown to the individual and group members. These two axes create four quadrants. Quadrant #1, the "open area" refers to behavior feelings and motivation of oneself known both to self and others; one's acts in Quadrant #2, the "blind area" are known to others, but not to self; those in Quadrant #3 "hidden area" are known to self but not to others; and one's acts in Quadrant #4 are known to neither to self nor to others.

		GOAL A				
<u>Skills/Knowledges</u>		high			low	
		5	4	3	2	1
1. <u>Personal Sharing</u>						
						Have
						Need Further Development
2. <u>Trust Building</u>						
						Have
						Need Further Development
3. <u>Johari Window</u>						
						Have
						Need Further Development

TRAINING GOAL B

To increase the participant's awareness of group process and its consequences for performance. To help them become more effective group members and leaders by being aware of what is happening between and to group members while the group is working on a task, e.g., communications, influence, feelings, leadership styles, decision-making and how conflict is managed.

1. Observing and Analyzing Group Interaction - Identifying and analyzing what is happening between and to group members while the group is working. This includes such items as morale, feeling tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, etc.
2. Observing and Analyzing Membership Functions - Identifying and analyzing those functions which members in a group perform to strengthen and maintain the group. Functions helpful in accomplishing the group's task are initiating, informing, clarifying, summarizing, reality testing, and expediting. Functions helpful in accomplishing the group maintenance are harmonizing, gate keeping, encouraging, compromising, standard setting, consensus testing. Some non functional behaviors are being aggressive, blocking, self confession, competition, special pledging, horsing around, seeking recognition, withdrawal and seeking sympathy.
3. Goal Clarification - Skills to help group members develop common agreement as to the nature of the group's goals.
4. Goal Achievement - The ability to reorganize what a group needs to get a task done.
5. Integrate Individual and Group Needs - The ability to recognize, integrate and satisfy group and individual needs so that a task can be successfully completed, (i.e., individual needs might be for status, security, acceptance; group needs such as adequate communication cohesiveness, recognize success).
6. Making Decisions in Groups - The ability to use a variety of decision-making styles and implement the style recognized as the "appropriate" style for the situation. For example:
 - a. decisions made by a single person or minority;
 - b. decisions based on the ability of a majority to override the minority;
 - c. decisions based on the support and acquiescence of the total group after debate and discussion (consensus).

GOAL B
(cont'd)

7. Taking a Survey - Is a technique for clarifying group members positions relative to a particular issue. One person poses what he/she wants to know, one or two people clarify it by paraphrasing. Then everyone in turn states his reaction to the proposal. Each person should be as brief as they can. Everyone in the group must express the feelings on the issue. If an individual wants to say nothing. He must say explicitly that he wants to say nothing. A survey is not a vote. It does not bind the group or its members. A survey should be taken at any time it is requested; it suspends all other activity.
8. Procedures to Facilitate Clear Communication - Procedures which can be carried out during a meeting to facilitate clear communication in a task oriented group. (i.e., "the right to listen", "time token", "Tap out", "sitting in a circle", "Thumbs up", etc.)
9. Utilizing Group Resources - Skills in assessing individual and group resources in order to fully utilize the talents of the group members in completing a task.
10. Group Leadership - Ability to identify leadership according to function.
11. Selecting and Utilizing Appropriate Procedures - Selecting and using the most appropriate procedures for a given task. Flexibility in ways of getting work accomplished.

Skills/Knowledges

	high 5	4	3	2	low 1	
<u>1. Observing and Analyzing Group Interaction</u>						Have Need Further Development
<u>2. Observing and Analyzing Membership Functions</u>						Have Need Further Development
<u>3. Goal Clarification</u>						Have Need Further Development
<u>4. Goal Achievement</u>						Have Need Further Development
<u>5. Integrating Individual and Group Needs</u>						Have Need Further Development
<u>6. Making Decisions In Groups</u>						Have Need Further Development
<u>7. Taking A Survey</u>						Have Need Further Development
<u>8. Procedures to Facilitate Clear Communication</u>						Have Need Further Development
<u>9. Utilizing Group Resources</u>						Have Need Further Development
<u>10. Group Leadership</u>						Have Need Further Development
<u>11. Selecting and Utilizing Appropriate Resources</u>						Have Need Further Development

TRAINING GOAL C

To increase the participant's skill and willingness to utilize effective staff communication methods. This includes paraphrasing, clarifying content, perception checking, describing behavior, describing feelings and giving and receiving feedback.

1. Two Way Communications - Is a reciprocal communication process in which each participant initiates messages and each attempts to understand the other. Both participants play the role of sender and receiver during the conversation.
2. Clarifying Content - (Active Listening) Helping others clarify what they mean to say by asking clarifying questions. (Do you mean?, Explain further?, etc.).
3. Paraphrasing - Repeating in your own words what another person has said.
4. Preception Checking - Your description of another person's feelings.
5. Describing Behavior - Describing the specific, observable behavior of another person without evaluating a person's motives, attitudes and personality.
6. Describing Feelings - Describing how you feel, your emotional state. (I feel good, bad, angry, upset, etc.).
7. Feedback - Is the sharing of an individuals reactions to another person's behavior. It is a way of giving help and a source on continuous development for members of any group. It is a correction mechanism which provides information about how individuals come across to other people and is a means for generating a developmental identity through self evaluation with aid of peers. Feedback should be given with the following guidelines in mind:
 - a. Non coercive - feedback should be given so that it does not demand that the recipient change his behavior.
 - b. Consideration - feedback should be given after a careful assessment has been made of the feelings of the recipient.
 - c. Descriptive - feedback should involve a clear report of the facts rather than the reasons why things happened as they did.
 - d. Recency - feedback should be given as close to the time of the events causing reactions.
 - e. Changability - feedback should be given about behavior that can be changed. For example, it is not very helpful to tell someone that the color of his eyes bother you.

GOAL C
(cont'd)

8. Helper-Helped Skills - A two way communication process designed to assist an individual in clarifying and analyzing a particular issue, decision, implementation strategy etc.
9. Transactional Analysis - Is a system of analysis developed from the work of Eric Berne, who saw it as an extension of psychoanalysis. It is a theoretical framework emphasizing the following concepts:
 - a. "selves within" including Parent, Adult & Child;
 - b. interaction ("transactions") between people and between various selves".

Transactional Analysis can be used as a technique to learn about oneself and others in an attempt to analyze relationships with other people to determine to what extent our characteristic behavior can be related to these ego states, Parent, Adult & Child.
10. Identifying and Analyzing - Various kinds of non-verbal signals and becoming aware of the ambiguity of those non-verbal signals when not accompanied by words.
11. Values Clarification - Is a systematic approach, formulated by Louis Raths, for helping individuals clarify their own personal values. The focus of the process is on how people come to hold certain beliefs and establish certain behavior patterns. Unlike other theoretical approaches to values, it is not concerned with the content of the person's values but the valuing process. The valuing process is composed of seven sub processes:
 - a. prizing and cherishing
 - b. publicly affirming when appropriate, choosing ones beliefs & behaviors
 - c. choosing from alternatives
 - d. choosing after consideration of consequences
 - e. choosing freely, acting on ones beliefs
 - f. actions
 - g. acting with a pattern, consistency and repetition.

GOAL C

Skills/Knowledges	high				low	
	5	4	3	2	1	
1. Two Way Communications						Have Need Further Development
2. Clarifying Content						Have Need Further Development
3. Paraphrasing						Have Need Further Development
4. Perception Checking						Have Need Further Development
5. Describing Behavior						Have Need Further Development
6. Describing Feelings						Have Need Further Development
7. Feedback						Have Need Further Development
8. Helper-Helped Skills						Have Need Further Development
9. Transactional Analysis						Have Need Further Development
10. Identifying and Analyzing Nonverbal Communications						Have Need Further Development
11. Values Clarification						Have Need Further Development

TRAINING GOAL D

To increase the participant's skill in building effective behavior "norms", obtaining commitment for change and utilizing group resources through collaborative decision-making.

1. Identifying and Analyzing Group Norms - Ability to identify and analyze the effect of the normative structure that exist within a group or organization. A norm is expressed in supporting and rewarding behavior of members which is consistent with the norm. Those behaviors which are inconsistent with a norm are punished by the group. In-effective groups are likely to have many negative norms that result in inefficiency and which are not clearly evident to group members.
2. Norm Building - Ability to modify a group normative structure by bring the norms to the attention of the group members, analyzing its effect on the group and discussion of developing an appropriate change.
3. Reaching For a Norm of Excellence - Ability to critically examine group procedures and effectiveness based on a norm of excellence, looking for the best.
4. Developing Commitment - Ability to develop a high level of commitment on the part of group members. Member commitment is achieved through a variety of processes:
 - a. by involvement whenever possible in the goal setting stage;
 - b. the sharing of leadership functioning;
 - c. consensus decision-making

GOAL D

Skills/Knowledges

<u>Identifying and Analyzing Group Norms</u>					Have Need Further Development
<u>Norm Building</u>					Have Need Further Development
<u>Reaching for a Norm of Excellence</u>					Have Need Further Development
<u>Developing Commitment</u>					Have Need Further Development

TRAINING GOAL E

To increase the participant's skill in using systematic problem solving. This includes problem identification, diagnosis, and analysis deriving action alternatives, planning for action and evaluation.

1. Identifying Problems - The process of generating and refining problem statements. Problem statements should describe two things:
 - a. the situation is now;
 - b. agreement on what the target is that is not being reached (the ideal).A problem statement should also include who is affected? Who is causing it? What kind of problem is it? What is the goal improvement?
2. Analyzing the Problem - (using Force Field Analysis) A technique adopted by Kurt Lewin, to analyze the various forces affecting a problem situation by providing a graphic picture of the forces which are at work at a particular moment. These include forces that restrain change and also forces that facilitate change. Process steps includes identifying facilitating and inhibiting forces, ranking the restraining forces, agreeing on those (perhaps three to six) that you think are most important. Rate the importance of those forces on the solution to the problem.
3. Data Gathering - The Force Field Diagnostic Technique - the identification of areas we want to check out more carefully. There are many ways of gathering data. Most fall under three categories, written questionnaires, interviews and observation.
4. Brainstorming/Deriving Alternatives - A technique for getting out the largest number of ideas for consideration among group members in the least amount of time. The only rules are to generate ideas as quickly as possible (list on newsprint) and do not say "no" in any way to any idea and do not clarify modify or accept/reject an idea during brainstorming.
5. Choosing an Alternative and Planning for Action - A process for choosing a viable alternative based on a sequence of clarifying, modifying, and agreement activities followed by a step by step action plan which will identify what needs to be done, who will do it, how it will be done, when it will be done, with what resources and we'll know if we've been successful.
6. Forecasting Consequences of Intended Actions - Anticipating the barriers to carrying out on action plans. Involving weighting probabilities for success against the labor required for implementation, trying to think of all the possible things that might go wrong, going directly to the people who will be affected and involve them in criticizing the plans and anticipating barriers from environmental sources.

GOAL E
(cont'd)

7. Taking Action (Implementing the Plan) - The ability to manage the various roles and tasks in carrying out the plan.
8. Evaluating Plan Effectiveness - The ability to collect data, analyze results, draw conclusions and make recommendations for improvement.

GOAL E

<u>Skills/Knowledge:</u>						
						Have Need Further Development
<u>1. Identifying Problems</u>						Have Need Further Development
<u>2. Analyzing The Problem</u>						Have Need Further Development
<u>3. Generating Multiple Solutions</u>						Have Need Further Development
<u>4. Planning for Action</u>						Have Need Further Development
<u>5. Forecasting Consequences</u>						Have Need Further Development
<u>6. Taking Action (Implementing the Plan)</u>						Have Need Further Development
<u>7. Evaluating Plan Effectiveness</u>						Have Need Further Development

WORKSHOP INSTRUCTIONAL METHODS

The instructional approach used on all levels throughout the workshop will be both experiential and reflective -- what EMECI calls the Do, Look, Learn and Pace approach.

The method is briefly that of doing, looking at what one has done, thinking about what one has learned, and pacing the activity for the highest possible levels of comprehension. This learning process addresses those specific objectives as follows:

- Do: A situation will be created in which the focus is on doing. Participants will engage in activities given all or some of the following stimuli: a situation, a task, a document, an exercise, some criteria, etc.
- Look: Participants will be encouraged to look at themselves doing and practicing particular activities. Activities are evaluated; judgments are made from the participants' observations; participants then reflect on why things happened as they did.
- Learn: Participants are encouraged to decide about what they have learned, and how they may now do certain tasks differently. Learnings are absorbed by linking activities to one's own situation, and by making decisions about insights gained. The learner then modifies and adapts the learnings to his needs as both peer counsellor, and peer counsellee.

Learning activities for EMECI's training purposes are characterized by:

1. the giving of factual information; e.g. presentations, readings
2. experiences; e.g. procedures, exercises, dyads, group meetings, etc.
3. debriefings; e.g. summarizing what has happened (individually and in groups), emphasizing certain key learnings and experiences, identifying problems, and procedures for solving problems

WORKSHOP INSTRUCTIONAL METHODS
(cont'd)

4. pace; e.g. learning activities are timed to participant mastery, and are rescheduled if feedback suggests the need for reiteration. In other words, the instructional process belongs to the learners, not the instructors

Reproducing the Experience

This Do, Look, Learn and Pace approach to training accomplishes two additional EMECI training objectives:

1. to involve each participant in learning through hands-on and physical involvement activities
2. to provide an instructional delivery system such that administrative, staff and student leaders can replicate the training in their own school settings.

The second of these objectives, called "turnkey" training, is uniquely suited to the development of self-help Peer Support Systems and to the continued expansion of these systems and continued development of leaders and counselors within these systems.

"Turnkey" is the notion that what target population members learn they will learn so well that they, in turn, can go back to their peers and replicate the desired behaviors. Each phase of "turnkey" training decreases the target population's dependencies on the training group as it correspondingly increases self-dependency and in-school intercooperation.

An important element of this training approach is the resource notebook which supplements Do, Look, Learn and Pace instruction. To insure "turnkey" training, and to disseminate "turnkey" training skills to workshop participants, resource notebooks are provided to administrative and staff personnel of each school.

In addition, notebook recipients will also be given:

- a. procedures to assess participant needs and proficiencies
- b. evaluation designs
- c. complete instructions for replicating the training.

CHARACTERISTICS AND ELEMENTS
OF A PEER SUPPORT SYSTEM

A Peer Support System is an overlapping network of key self-help peer support groups within a given community (school, neighborhood, corporation etc.)

Each Peer Support System contains the following elements:

- A. Homogeneous self-help peer support groups
- B. Peer leaders within the groups and the system
- C. Peer counselors

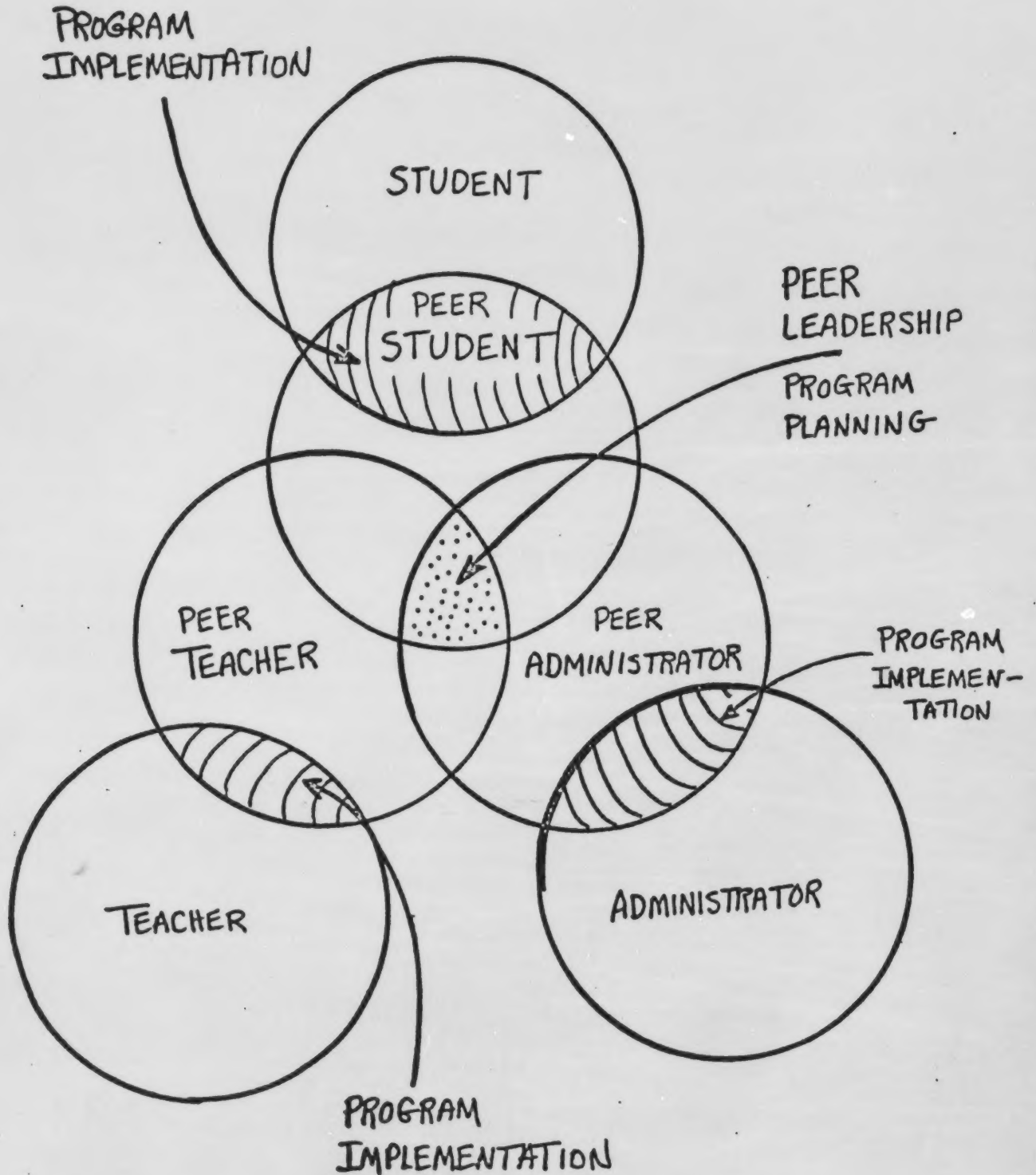
Often these elements develop spontaneously but without planning and direction, they do not form an effective system. Through training and the development of the skills and knowledge outlined for this workshop, the energy within these elements can be tapped and channeled into a peaceful and constructive approach to change and harmonious relationships.

The chart on the next page illustrates the points within a Peer Support System where planning, change and leadership occur.

Explanations of each of the elements within a Peer Support System can be found in this section.

A PEER SUPPORT SYSTEM

IN A SCHOOL SETTING



THE CONCEPT OF PEER SELF-HELP SUPPORT GROUP

The best definition of peer self-help support group is the following:-

"Self-help groups are voluntary, small group structures for mutual aid and the accomplishment of a special purpose. They are usually formed by peers who have come together for mutual assistance in satisfying a common need, overcoming a common handicap or life-disrupting problem, and bringing about desired social and/or personal change. The initiators and members of such groups perceive that their needs are not, or cannot be, met by or through existing social institutions. Self-help groups emphasize face-to-face social interactions and the assumption of personal responsibility to members. They often provide material assistance, as well as emotional support; they are frequently "cause" -oriented, and promulgate an ideology or values through which members may attain an enhanced sense of personal identity."

Self-help peer groups have the following general characteristics:

- (1) Peer interaction is "face-to-face" and takes place most often in small groups.
- (2) Self-help groups are spontaneous in origin and "works" because of members' commitment and involvement.
- (3) Self-help groups arise to meet the felt needs of its members.
- (4) Self-help groups are voluntary and "dues" are minimum or non-existent.
- (5) Self-help groups survive only because of personal participation.
- (6) Peer self-help groups evolve a common purpose and philosophy that transcends personal and procedural differences.
- (7) The group becomes a reference group, a point of connection and mutual identification.
- (8) Self-help groups survive not only because of its sociality but because it implements its acknowledged purpose.
- (9) Self-help groups are utilitarian and specific in helping people overcome problems, difficulties and handicaps.
- (10) Typically, self-help groups start from a condition of powerlessness, but when successful may become increasingly influential.

Alfred H. Katz and Eugene I. Bender, The Strength in Us, Self-Help Groups in the Modern World, New Viewpoints, New York, 1976, p. 9.

THE CONCEPT OF PEER LEADERSHIP AND COUNSELLING

EMECI believes strongly that programs of self-help through Peer Support Systems are realistic and positive tools for desegregation planning and the development of new group norms.

Training peer leaders and counselors is an important first step in the establishment of such a self-help system. Human relations training which focuses on institutionalizing leadership and counselling skills makes possible the changes needed in desegregating facilities, as well as in humanizing the learning process.

The focus of this training is not conformity, nor is it to elevate members of peer groups to the status of "authorities." Rather, the focus is on teaching those new skills necessary to promote needed changes, and to do it so well that workshop participants, administrators, staff and students can not only actualize the new skills in their own lives, but also demonstrate those skills to others, i.e. their peers.

The specific skills to be learned for effective peer leadership and counselling include:

- . how to help one another, and be supportive (through personal sharing, trust building, and the use of the Johari window)
- . how to understand what's happening in groups (through observing and analyzing group interaction, observing and analyzing membership functions, goal clarification, goal achievement, integrating individual and group needs, making decisions in groups, taking a survey, procedures for facilitating clear communication, utilizing group resources, identifying leadership, and selecting and utilizing appropriate procedures)
- . how to speak and be understood (through two-way communication, clarifying content, paraphrasing, perception checking, describing behavior, describing feelings, and forms of feedback, helper-helpee skills, and values clarification)

PEER LEADERSHIP AND COUNSELLING
(cont'd)

- . how to solve problems (ways of identifying problems, gathering data using the Force Field technique, brainstorming and deriving alternatives, choosing alternatives, forecasting consequences of intended actions, implementing and evaluating the plan)
- . how to carry out a plan of action (through identifying needs, applying motivational theory, role clarification, organizational assessment, conducting effective meetings, work flow management, and time management)

As you will note, these needed skills are the same as our goals and plan for the training that will occur in this workshop.

The learning of these aforementioned skills, in various combinations, within the peer construct, provides the participants with the basis of a self-help program which will possess enormous strength for bringing about needed change. The program is self-help. The peers do the helping. And the peer training proposed serves as a catalyst to turn existing peer relationships into those of growth and nurturing, and away from anti-social and destructive activities.

In short, peers, or people of similar life experiences, learn the abilities and skills necessary to help each other grow both as individuals, and as members of the same community and school...which is the essence of a Peer Support System.

Peer leaders and counselors, properly trained bring to such a system three essential qualities...empathy, understanding, and cultural identity.

PLANNING A PEER SUPPORT SYSTEM

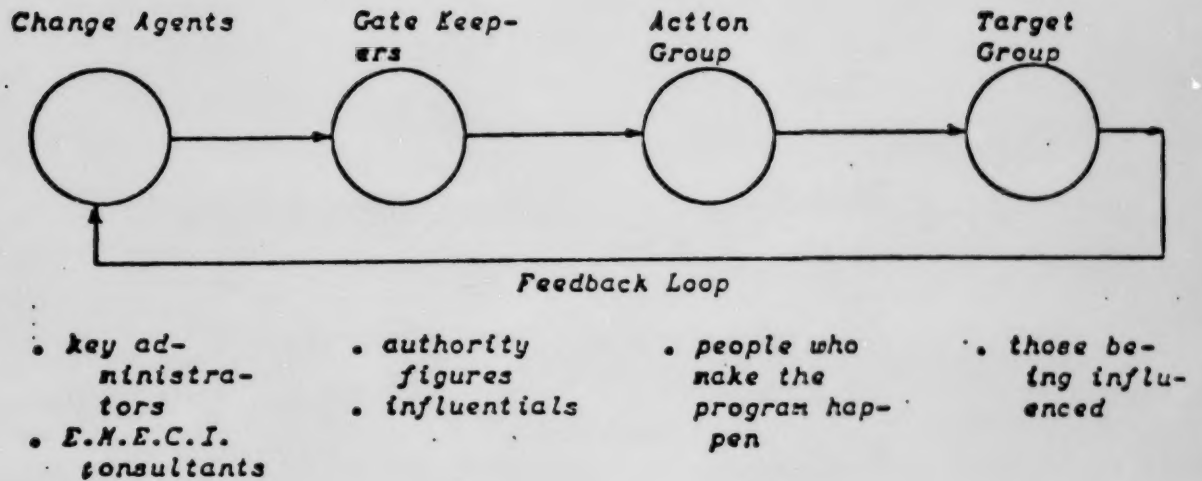
In order to produce the affirmative social behaviors possible through a Peer Support System, it is important to know how to plan for change in back-home settings. The two models which follow offer a practical and realistic way to institutionalize Peer Support Systems in local schools.

The first model, the Polsky Change Model, illustrates the specific steps, and the pertinent populations, necessary in planning for desired social change. The model addresses the need to secure the support and endorsement of the school, the district, and the community's leadership for the introduction and sustaining of needed social change. This process model for change will be discussed in detail during the training workshop. A complete description of each of the four group's functions will be presented. Participants will be provided with the opportunity to share perceptions on the relationship between the change process model and the Peer Support System they wish to implement.

The second model looks at peer training with the emphasis on EMECI's "turnkey" approach to training. This model addresses the successive levels of peer leadership training and illustrates the declining role of the consultants through to the point where local school members (administrators, staff and students) are fully implementing their own program of training.

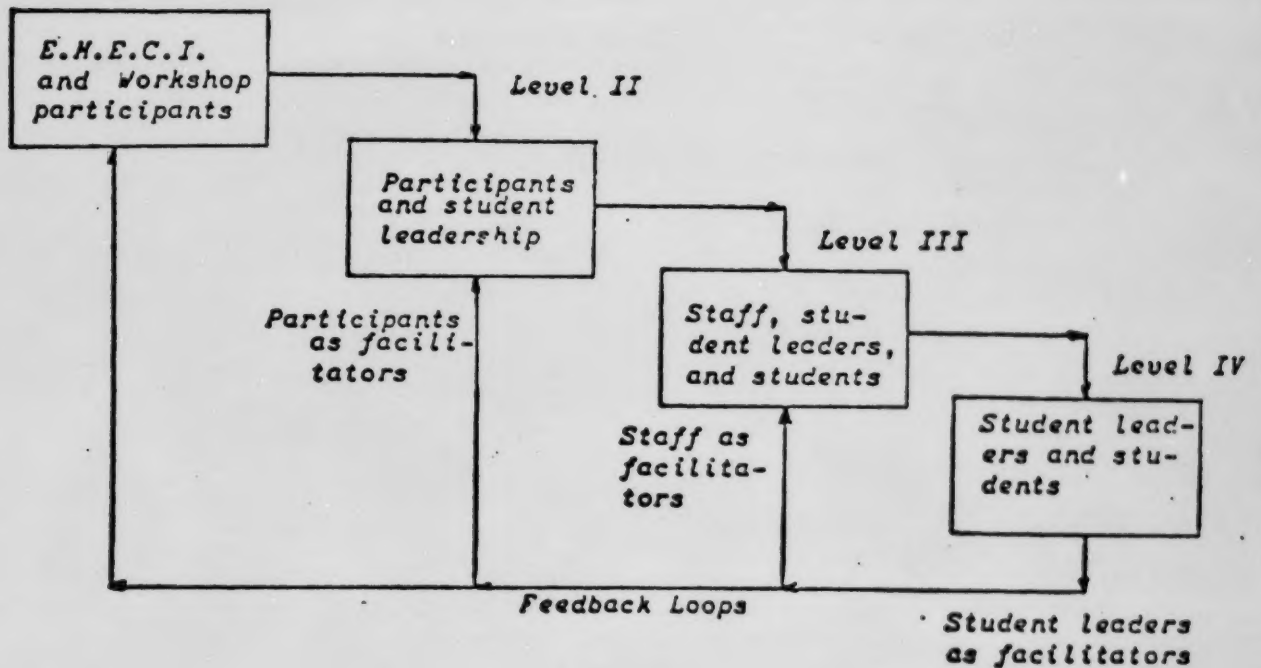
This model depicts each initiating group as subsequently serving a facilitating role in each successive level of training and implementation. Indeed, the "pay-off" for the model is the fifth level of implementation when the students' leadership role was being passed to a second generation of student leaders, and so on, until all the students in the respective districts and schools had been trained, a veritable "each one teach one" type outreach program.

Polsky Change Model



Peer Training Implementation Model

Level I



IMPLEMENTING A PEER SUPPORT SYSTEM

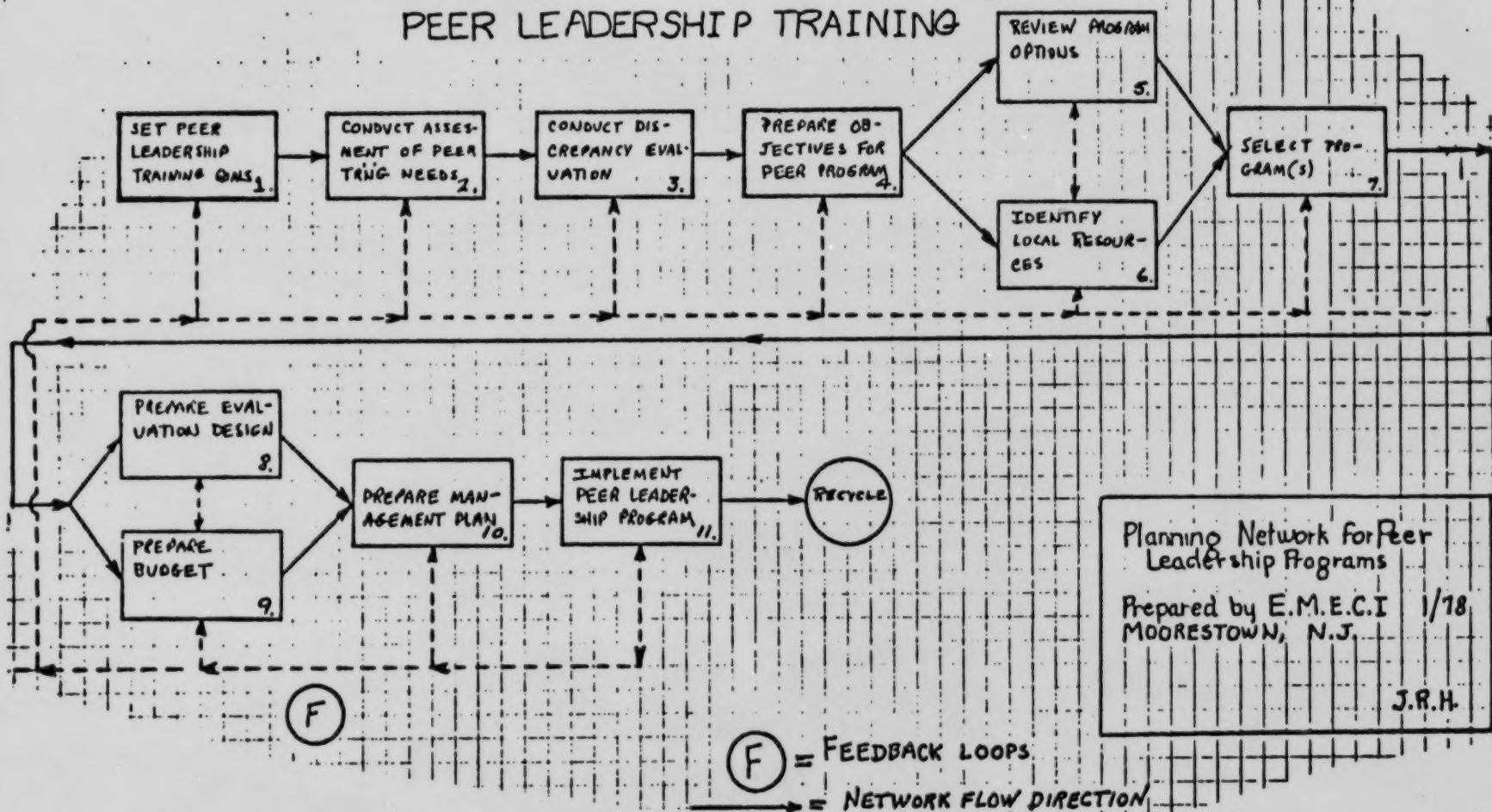
Following are several procedures which can be used to implement change after the Polsky change model has been used to plan the introduction of a Peer Support System in the back-home situation.

The pages that follow depict the essential steps in any generic implementation process. Detailed responses to each of the specific steps must, clearly, be co-developed by all concerned parties in the local district or school. This is so for two reasons:

1. the local Action Group must own its own plans
2. "influentials" in the staff and student populations must be present and involved in the planning.

Also attached is a sample planning graphic which EMECI designed for Bayonne's Peer Training Program. This device, a Time Sequence Graphic, illustrates the activities, and their time constraints, for the implementation of peer leadership training.

TEN STEPS TO PROGRAM IMPLEMENTATION FOR PEER LEADERSHIP TRAINING

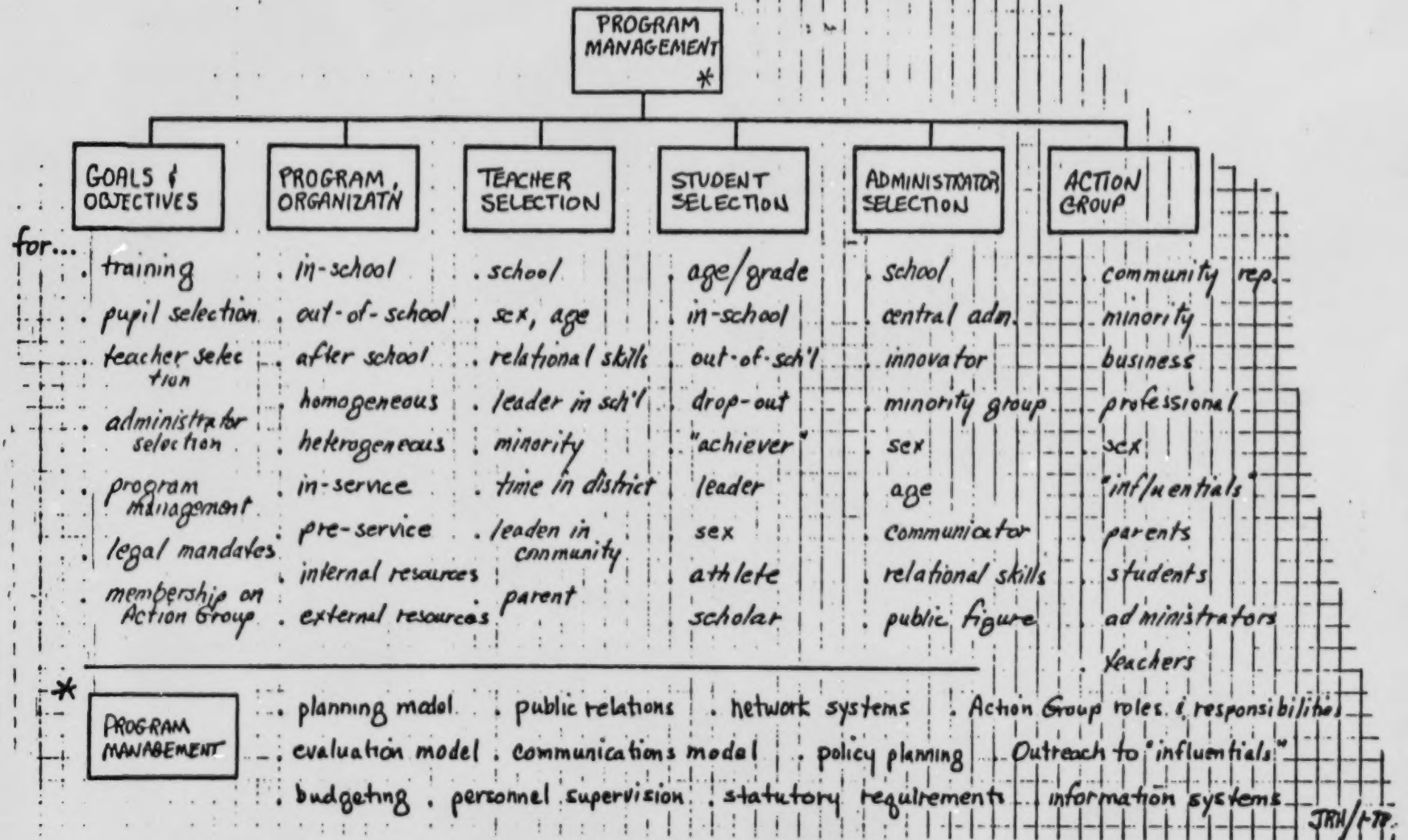


Planning Network for Peer
Leadership Programs

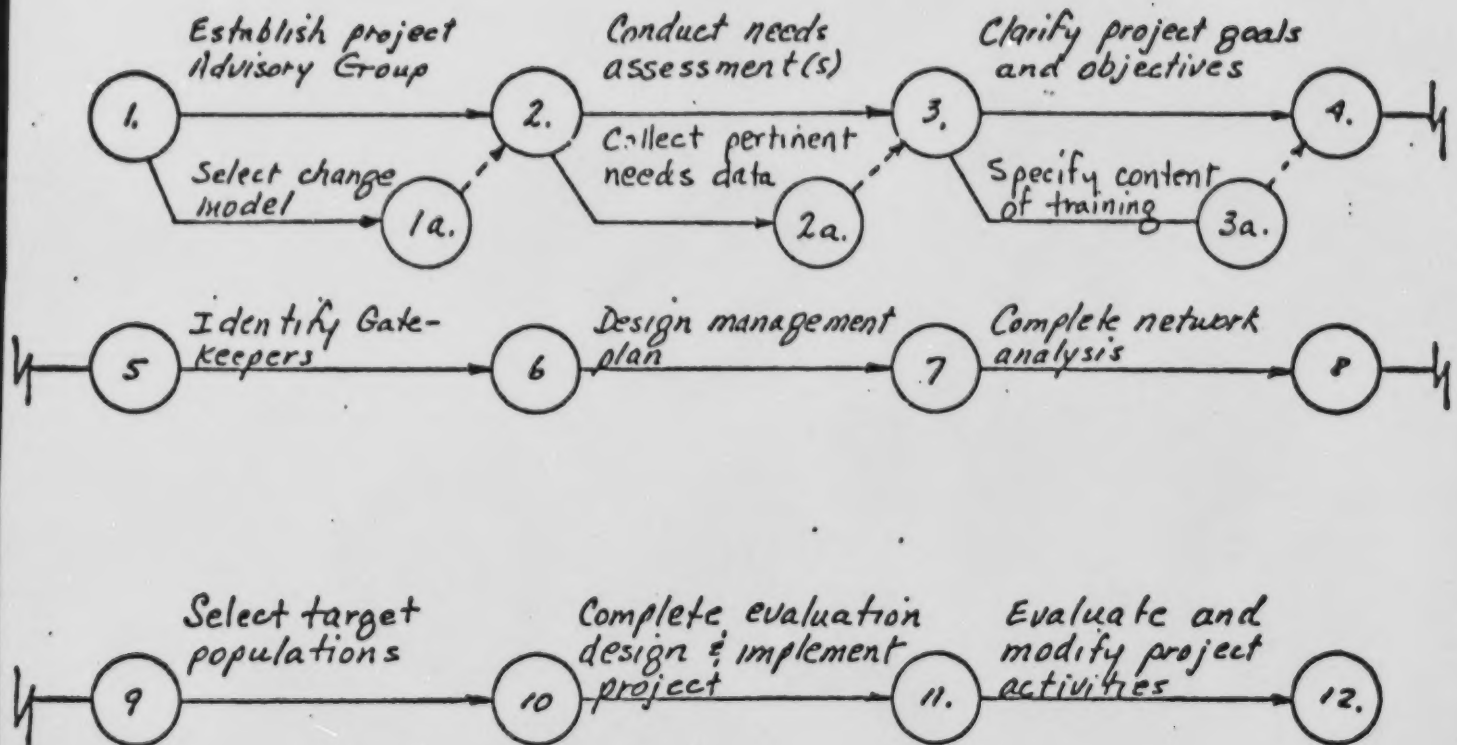
Prepared by E.M.E.C.I 1/78
MOORESTOWN, N.J.

J.R.H.

PEER LEADERSHIP PROGRAM DECISION ISSUES (CHOICES)



Flow Network for Peer Training



TIME SEQUENCE GRAPHIC

(for the time period 11/21/77 to 06/30 1978)

- ☐ Change Agents
- ☒ Action Group
- ☐ Target Group

Tasks to be performed (Stated measurably)	Person responsible.	(Specify week, month or year)														
		NOV		DEC		JAN		FEB		MAR		APR		MAY		JUN
1. Establish Project Advisory Group																
2. Select change models																
3. Collect pertinent needs data																
4. Conduct needs assessment																
5. Identify discrepancies																
6. Prioritize needs																
7. Clarify project goals and objectives from needs																
8. Identify gate keepers																
9. Design project management plans																
10. Design and analyze human network relationships																
11. Select target populations for project																
12. Design evaluation																
13. Identify community resources																
14. Identify facilities and materials for training																
15. Plan content and schedule for retreats																
16. Implement project activities																
17. Evaluate project activities																
18. Modify and revise activities as a result of evaluation data																
19. Recycle																

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DESIGNING EVALUATION SYSTEMS FOR
PEER LEADERSHIP TRAINING PROGRAMS

ISSUES RELATED TO EVALUATING PEER PROGRAMS

1. Evaluation design should focus on program objectives and address both the process(es) and outcomes (products) of the program, or target population.
2. Instrumentation should be carefully matched to program objectives.
3. There should be a mix of procedures for the evaluation of each major objective, e.g., direct and indirect, tests, observations, interviews and the collection of unobtrusive data.
4. More than one paper and pencil instrument should be used for each major program objective.
5. The evaluation design should include as many of the program objectives as possible.
6. Program participants, staff as well as students, should be consulted and involved in the planning and implementation of the evaluation.
7. Evaluation data, once collected, should be quickly analyzed and given to those personnel responsible for program decision-making.
8. Evaluation design work must be formulated against the specifically-identified information needs of key district decision-makers.
9. Adequate resources (time, money, trained personnel, etc.) should be provided for the appropriate conduct of the evaluation.
10. Evaluation plans must be designed in accordance with what resources are available.
11. All evaluators occasionally need outside assistance and should seek it out as appropriate.
12. Evaluation design work should be consistent with the evaluation model selected.
13. Remember, evaluation while addressed to program objectives actually assesses particular behaviors. The purpose of evaluation is for program improvement through changed behaviors, and people's feelings must be accounted for.
14. Remember, it's more important to ask important questions and get imprecise responses, than to ask unimportant questions and get precise responses.

JRH/EMECI

APPROACHES TO EVALUATION

- SUMMATIVE:** Evaluation which is concerned with determining overall program effectiveness, e.g., was it good or bad, successful or unsuccessful, cost-efficient or inefficient.
- FORMATIVE:** Evaluation which is concerned with concurrent program improvement, e.g., how can the program or educational practices be continuously improved so that children are provided with better opportunities to learn, or teachers to teach, etc.

TYPES OF EVALUATION EMPHASES

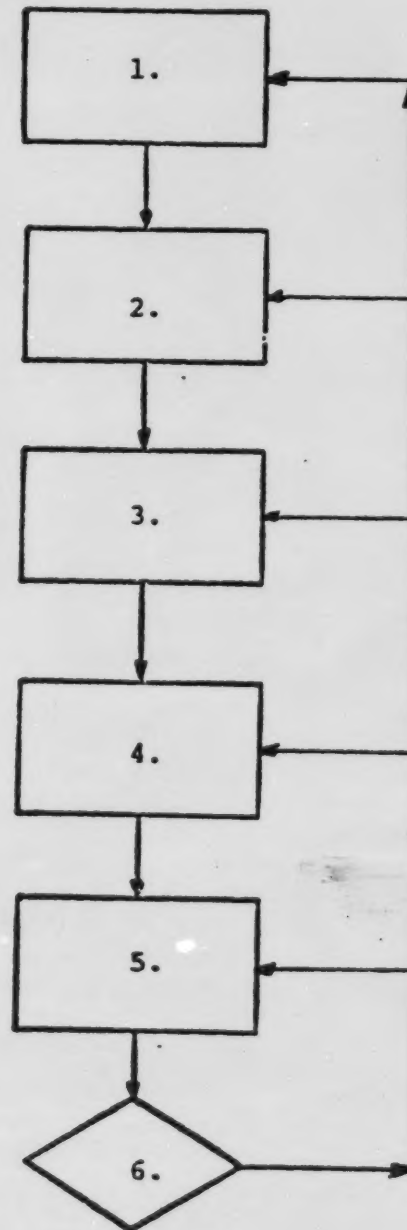
- PRODUCT EVALUATION:** This type of evaluation measures and interprets attainments at the end of the instructional or project cycle, and as often as necessary during the instructional or project term. It assesses the extent to which ends are being attained with respect to change efforts within the system.
- PROCESS EVALUATION:** This type of evaluation provides periodic feedback to persons responsible for implementing plans and procedures. It has three objectives: (1) to detect or predict defects in the procedural design or its implementation during the implementation stages, (2) to provide information for programmed decisions, and (3) to maintain a record of the procedure as it occurs.
- PRESAGE EVALUATION:** This type of evaluation focuses on the description of the context within which the evaluation is to take place, and on the resources (the inputs) committed to completing the peer leadership training program's tasks. Presage evaluation looks at how adequate, or how well the inputs were prepared and used. Presage factors include staff training, materials, use of space, equipment, etc. Historically, this presage approach in looking at context and inputs, rather than on output, or results, typified most evaluation activity.

A QUICK REVIEW OF THE EVALUATION PROCESS

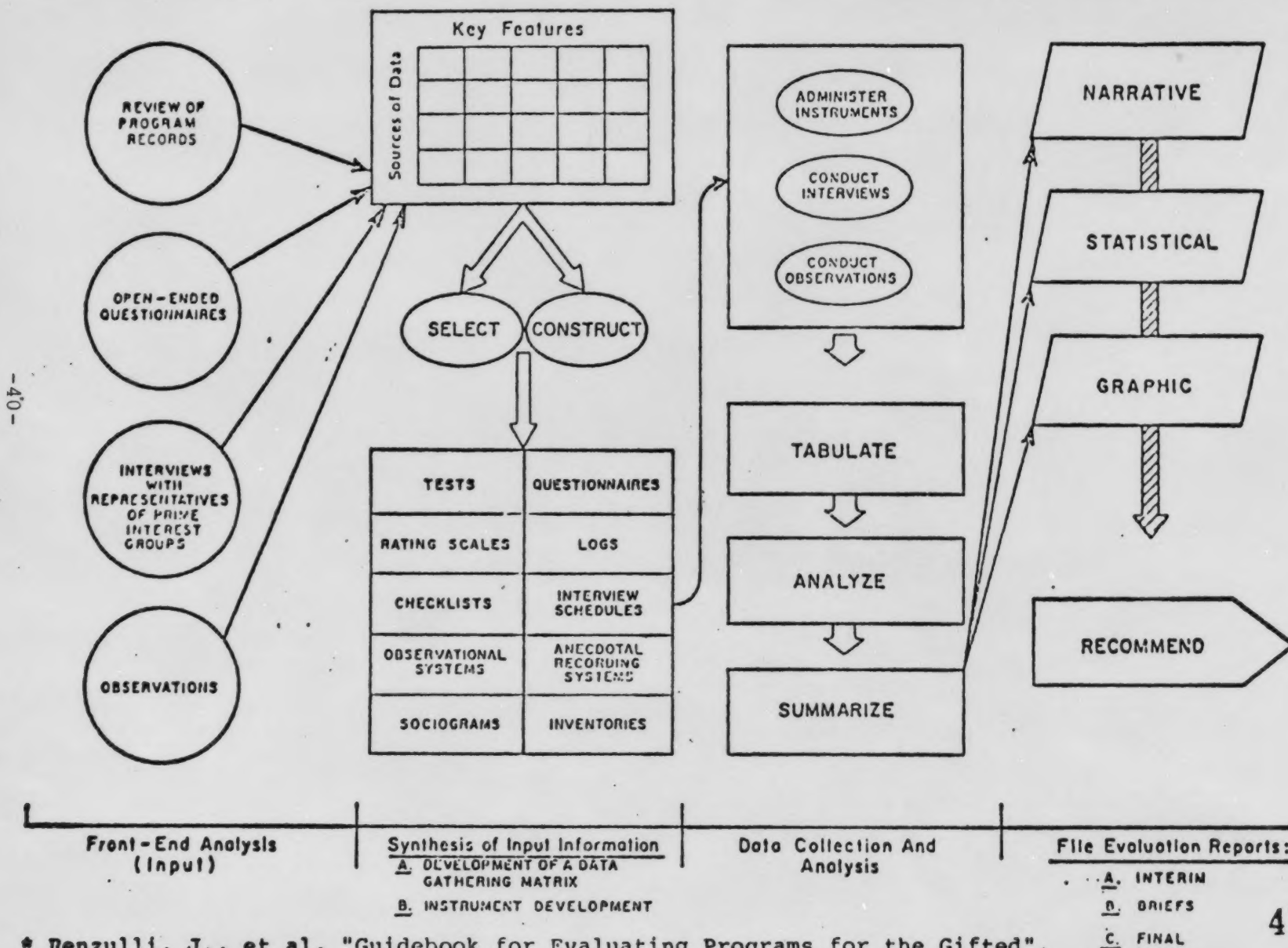
Author's Note: The critical antecedent activity to the design and conduct of a peer program evaluation is the posing of critical questions to be answered both for determining project success, and for meeting the information needs of local decision-makers.

JRH

1. Identify goals and prepare measureably stated objectives for management and instructional components
2. Define and describe all pertinent activities and procedures (isolating treatments, instrument selection, etc.)
3. Identify techniques for collecting, recording and assessing product and process outcomes
4. Implement program, monitor behaviors, and evaluate findings
5. Collect, analyze and interpret data
6. Make and implement decisions; provide feedback and/or information to pertinent parties



OVERVIEW OF THE KEY FEATURES OF AN EVALUATION SYSTEM FOR PEER PROGRAMS



* Renzulli, J., et al, "Guidebook for Evaluating Programs for the Gifted",
Ventura County Supt's Office, 1975, p. 51

The
Mix
Model

Matching
Instruments to multiple
 X_n (variables)

Mixing data collection
activities

Goal # _____
Program Objective # _____
Population _____

	Indirect Measures (Locally prepared)	Direct Measures (Valid and reliable)
paper and pencil		
observational systems		
interviewing		
collecting unobtrusive data		Not applicable
other information sources		

Steps for the Design of an Evaluation Plan

Design Steps	Responsible Personnel
1. Prepare objectives for each project goal; code by goal, and specify as outcome or process (o or p) (Dependent variable)	
2. Define the treatment(s) (independent variable(s) for the above objective. Code individual treatment activities as X_1 X_2 etc.	
3. Specify evaluation design for the measurement of the objective, and code as 1. research (r), or formative (f).	

4. Specify information requirements for measuring the objective.	
5. Specify the sources of information to be gathered.	
6. Specify the instrumentation to be used and code as direct or indirect (d or ind.)	
7. Prepare a management plan for the administration of the evaluation including time schedule for data collection, analysis and reporting	

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8. Specify methods to be used for analyzing the data collected	
9. Specify reporting needs, i.e., who is to get what information and at what time intervals	
10. Specify plan for operationalizing results of evaluation	

Peer Support Training Workshop

Schedule

	Friday	Saturday	Sunday
8:00-9:00		Breakfast	Breakfast
9:00-1:00		Total Community Warm-Up (TC) Communications Lab (C) "Paraphrasing" "Describing Behavior" (PSG) "Perception Checking" " "Describing Feelings" " Pony Express (TC) Group Effectiveness "Consensus D/M - Norm Building" (PLG)	Total Community Warm-Up (TC) Problem Solving - Action Planning "DGEDIF" (PLG)
12:00-1:00		Lunch	Lunch
1:00-6:00	4:00-6:00* Registration Purposes, Goals & Objectives (TC) Total Community Warm-Up (TC) Graffiti (TC)	Helping Relationship Planning & Evaluating a Peer Support Program and the Change Process (TC) Planning Group Meeting (PLG)	1:00-3:00* Planning Group Presentations (TC) Workshop Evaluation (TC) Total Community Closure (TC)
6:00-7:30	Dinner	Dinner	
7:30-10:30	Getting Acquainted - Trust Building "Hum-Dinger" (TC) "Coat of Arms" (PSG) "Name Whip" (PSG) Clarifying Expectations (PSG) Planning Group Meeting (PLG)	Johari Window (PSG) "Bag Making - Personal Sharing" (PSG) "Feedback Skills" (PSG)	TC= Total Community C= Student/Teacher/Administrator/Community Leader/ Community PSG= Peer Support Group PLG= Planning Group

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WORKSHOP GROUPINGS

Throughout the workshop, participants will meet and work in different groupings -- listed by initial on the workshop schedule. They are:

TOTAL COMMUNITY GROUP

(TCG)

The Total Community Group includes everyone attending the workshop from all districts represented. Trainers, community leaders, school or district administrators, teachers and students will all be part of this grouping.

COMMUNITY GROUP

(CG)

The Community Groups will be made up of workshop participants on the same level from all districts which will meet separately from other Community Groups. There will be three or four of these groupings containing:

1. All students attending the workshop
 2. All teachers attending the workshop
 3. All administrators attending the workshop, and
 4. All community leaders attending the workshop
- (Depending on the number of people, community leaders may join administrators in a single Community Group.)

PLANNING GROUP

(PG)

The Planning Group will allow workshop participants to get back together with the people from their district to begin to discuss how to use the training they are receiving in their back-home settings. These groups will be made up of everyone from a single district (or school, if appropriate) including students, teachers, administrators and community leaders. In some cases, a trainer will meet with the Planning Group.

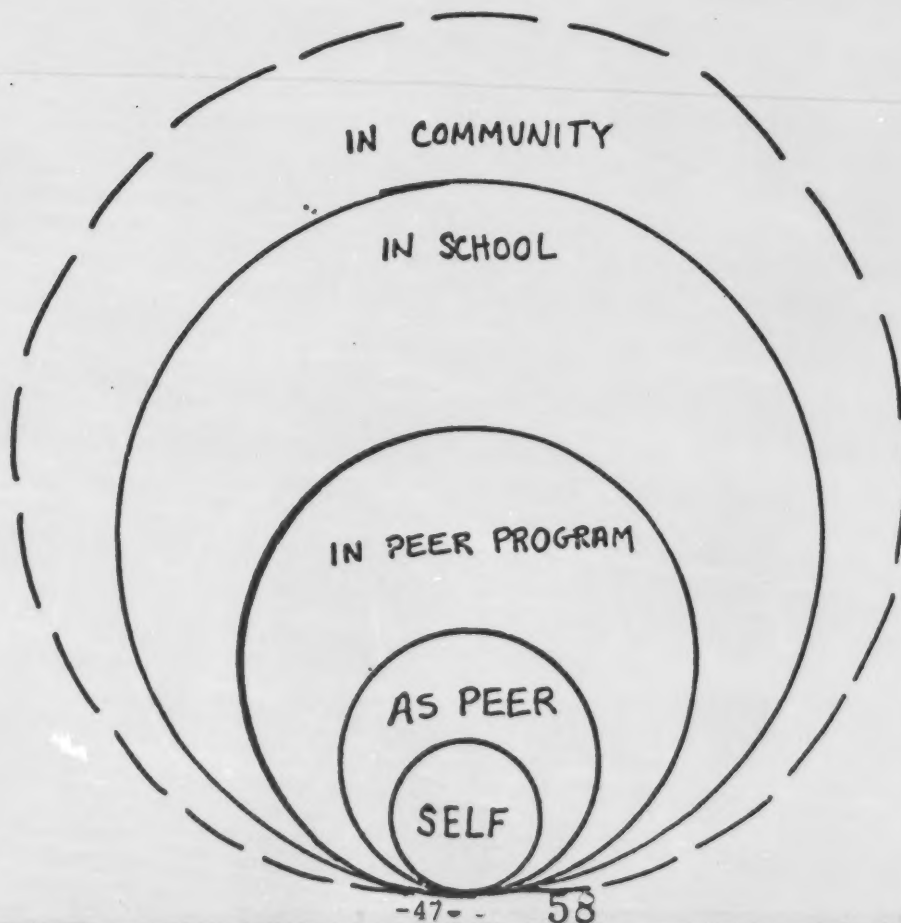
WORKSHOP GROUPINGS
(cont'd)

PEER SUPPORT GROUP

(PSG)

The Peer Support Group will be the main working unit during the three-day workshop. These groups will be made up of participants on the same level (Peers), but from different districts. PSG's will be small in size to enable participants to have ample opportunity to get the most out of each training exercise and activity. In addition helping with skill development, these small PSG's will give participants a sense of what they will need to know back home; e.g. what is it like to start a small peer group, how does it feel to be in a group, what goes on in a group, how can you best use a group and the group experience?

Using various groupings, then, becomes a training experience in itself by giving participants a feeling for the many roles they will have to play to establish and run an effective Peer Support System.



SECTION IV

ACTIVITIES

The activities described in this section are designed to ease your participation in the areas of:

- A. Sharing and Trust
- B. Group Process
- C. Communications
- D. Decision-making
- E. Giving and Receiving Feedback
- F. Problem-Solving and Action-Planning

The "warm-up" activities in which you will engage during the workshop are used to induce a feeling of involvement with the group. These lead into the specific exercises which will be conducted as group activities.

The "warm-up" and learning activities in the form of group exercises are practically suited for "back home" applications to reinforce your Peer Support Systems.

To further assist you in understanding both the theory and applications of the group activities, selected readings are reproduced in this Notebook.

A. WARM-UP ACTIVITIES

INITIAL SHARING AND TRUST

1. Introduction
2. Non-verbal Warmups
3. "Hum-Dinger" -- A Getting-Acquainted Activity
4. Exercise: "Coat of Arms"/Cross Introductions
(with Handout)

WARM-UP ACTIVITIES

Every activity has a warm-up. Athletes for example, loosen up their muscles by jogging and gradually increasing the tempo of their strokes until they are ready for the actual contest. And so it is with every meeting and every workshop session. Warm-up consists of people gradually getting to know each other on several different levels. Non-verbal exercises at this point enable all of the participants to start at the same point and to exercise not only their rational faculties but also their feelings and senses.

The warm-up activities concerns itself with individuals and groups "coming out" so that they are recognized by the entire group in the workshop. The activities are designed so that different individuals initiate assertive behaviors. One or another person or group gets a special kind of identity and is recognized by others who then also participate in that initiative either by actively responding or passively observing while sharing the experience. This second phase has to do with people beginning to "reach out" and volunteering for participation. It could be some kind of physical exercise, leading a song, reacting to the mirroring game, or sharing a fantasy. These are not all strictly nonverbal exercises but all are related to the expression of feelings expanding one's awareness on a variety of levels and using the senses more fully.

NON-VERBAL WARM-UPS

30 Minutes

Purposes:

1. To develop in a short period of time a feeling of community among the participants.
2. To expand participants' self-awareness and awareness of others on a variety of levels using the senses more fully.
3. To raise the participants' level of trust by having them share themselves through non-verbal activities.

Procedures:

1. Explain to the participants that they are going to do a number of non-verbal activities. Emphasize that they should do only what they feel comfortable doing and may sit out at any time. Suggest that they remove their shoes for the activities.
2. **Eyelock** — Have the participants hold hands in a circle. Ask everyone to walk toward the center without talking. Form an eyelock with someone in the circle. Hold it until the trainer says stop (30 seconds). Repeat the activity two or three times. Discuss activity quickly. How did it feel? Was it difficult? Were you comfortable or uncomfortable?
3. **Comparing hands** — Have the participants stand in a circle and hold hands. Ask them to close their eyes and explore the hands of the people on each side. Ask them to make comparisons between the two hands. Discuss activity quickly.
4. **Patty-Cake** — Have the participants form a circle. The trainer demonstrates the patty-cake activity. Have each person pat himself/herself briskly from the top of their head to their toes. After everyone has completed patting themselves have them select a partner to pat. Switch so that each person has had a chance to be patted.
5. **Mirroring** — Have the participants form a circle. Find the partner on the left. Ask the group to listen carefully to the directions because they will not be repeated. "Mirror your hands with your partners. Remember to keep your hands mirrored at all times." The trainer should demonstrate the mirroring technique while explaining how to do it.* After working with one partner find another. Discuss the activity quickly. What happened? Who lead whom? What happened when the leadership role changed?
6. **Loving-Pushing** — Have the participants form a circle standing up. The trainer explains that in every relationship there is a certain amount of loving and pushing that takes place and that this activity physically exemplifies both aspects. Ask the participants to close their eyes and slowly converge toward the center of the circle. When they feel they have reached the center they should work their way out to the perimeter and then back to the middle. Ask the participants to freeze and examine where they are in relationship to the group and the center of the circle. Repeat the activity two or three times from where the participants are standing. Discuss activity quickly.

7. **Blind Trust Walk** — Ask each member of the group to find a partner, someone he or she does not know well or would like to know better, or someone he or she feels is different from himself or herself. One member of the pair closes his/her eyes and the other silently guides him/her through, over, or around things. After several minutes the roles are reversed. After the walk is over, the participants share their feelings with their partners, then with the entire group.
8. **Sharing** — Ask the participants to sit on the floor. Have each group member find a partner. The partners face each other for a minute silently. One member begins with the statement "I see . . ." and describes what he/she sees. After two minutes the roles are reversed. The next statement begins with "I feel that you . . ." Each member shares some feelings that he/she has about his/her partner. The third statement begins with "I fantasize about you . . ." Discuss the activity. Which statement was the most difficult for you to express? Why did you make that statement? How do you feel about it?
9. Lead feedback and discussion.

*This technique requires two participants to place the palms of their hands as close together as possible without touching. Partners should move hands constantly while keeping them "mirrored" or together.

"HUM-DINGER"
A Getting-Acquainted Activity

30 Minutes

Purpose: To break a large group into smaller groups.
To facilitate contact between all members of a large group in a related climate of fun and humor and to explore a novel way of generating movement and activity.

Setting: No prerequisite skills. Room large enough to allow all participants to circulate and converse in smaller groups.

Primary Activity: Each individual is given a song title to hum. There is one set of song title strips for each subgroup. Individuals mill around the large group trying to locate other members humming a similar tune.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Openness	Awareness of own behavior	Trust	

Steps:

1. The trainer begins by stating that there is a great deal of talent and skill in this room. We are here to explore some of this talent. Each of you will be given a piece of paper on which is written the title, but don't share it with anyone else. When I say "go", please mill around the room humming your tune until you find all of the other members of your group with the same song.

Suggested songs: "Three Blind Mice," "Jingle Bells,"
"Home on the Range," "Auld Lang Syne,"
"Happy Birthday," "Deep in the Heart
of Texas," "For He's a Jolly Good
Fellow," "Mary Had a Little Lamb."

"HUM-DINGER"
(cont'd)

2. When the groups have been formed, the trainer asks each group to sit in a circle. Groups are instructed to discuss how they felt at the beginning and during the exercise, how they felt when they found the first group member, and how they felt when their subgroup was completely identified.
3. The total group is reassembled to share its feeling and expectations.
4. Group comes up with group name.

EXERCISE: COAT OF ARMS/CROSS INTRODUCTIONS

60 Minutes

Purpose: To begin the process of getting to know other group members.
To serve as an ice breaker in stranger groups. To begin the process of sharing self selected personal information with others.
To explore feelings being someone else to identify uses for this activity.

Setting: Can be used as initial experience with the group.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Openness	Active Listening	Feelings	
Trust		Membership	

Steps:

1. Distribute Coat of Arms worksheets (Handout 1). Briefly discuss the origin of the Coat of Arms (Medieval insignia represents family heritage).
2. Have each participant complete their Coat of Arms by drawing pictures of symbols in each box of the worksheet addressing the following questions:
 - a. Two things you do well;
 - b. The most important accomplishment;
 - c. Your biggest fault of last year;
 - d. Something that you believe in so strongly that you would never change your mind even under torture;
 - e. Why are you here at the workshop;
 - f. Three words that describe you;An alternative approach to completing the Coat of Arms is to suggest that the participants complete the Coat of Arms with whatever information they desire rather than follow the suggested questions. A combination of both can be used.
3. Call time after 15 minutes and ask the participants to select a partner to share their Coat of Arms. (Preferably someone they don't know)
4. Allow 15 minutes for sharing of information.

5. Have the participants reassemble, seated in a circle. Each participant will be responsible for introducing his or her partner to the group.
6. During the introduction, each participant in turn stands behind his or her partner, with hands on partners shoulders. (Optional: introductions maybe made by speaking in the first person as if the introducer were the partner.) Both partners should have eye contact with the group. The person being introduced may be asked immediately afterward to share his or her reaction to the experience. After the introductions are made, leader discussion of the exercise, focusing on the following questions:
 - a. How did it feel to be someone else?
 - b. How well did your partner listen to what you said?
 - c. What is involved in getting to know someone?
 - d. Why are warm-up activities necessary?
 - e. How does the group feel at this moment?

Trainer Preparation:

1. Read the exercise
2. Prepare newsprint chart of questions to be answered to complete "Coat of Arms"
3. Assemble all handout materials and crayons and markers for participants

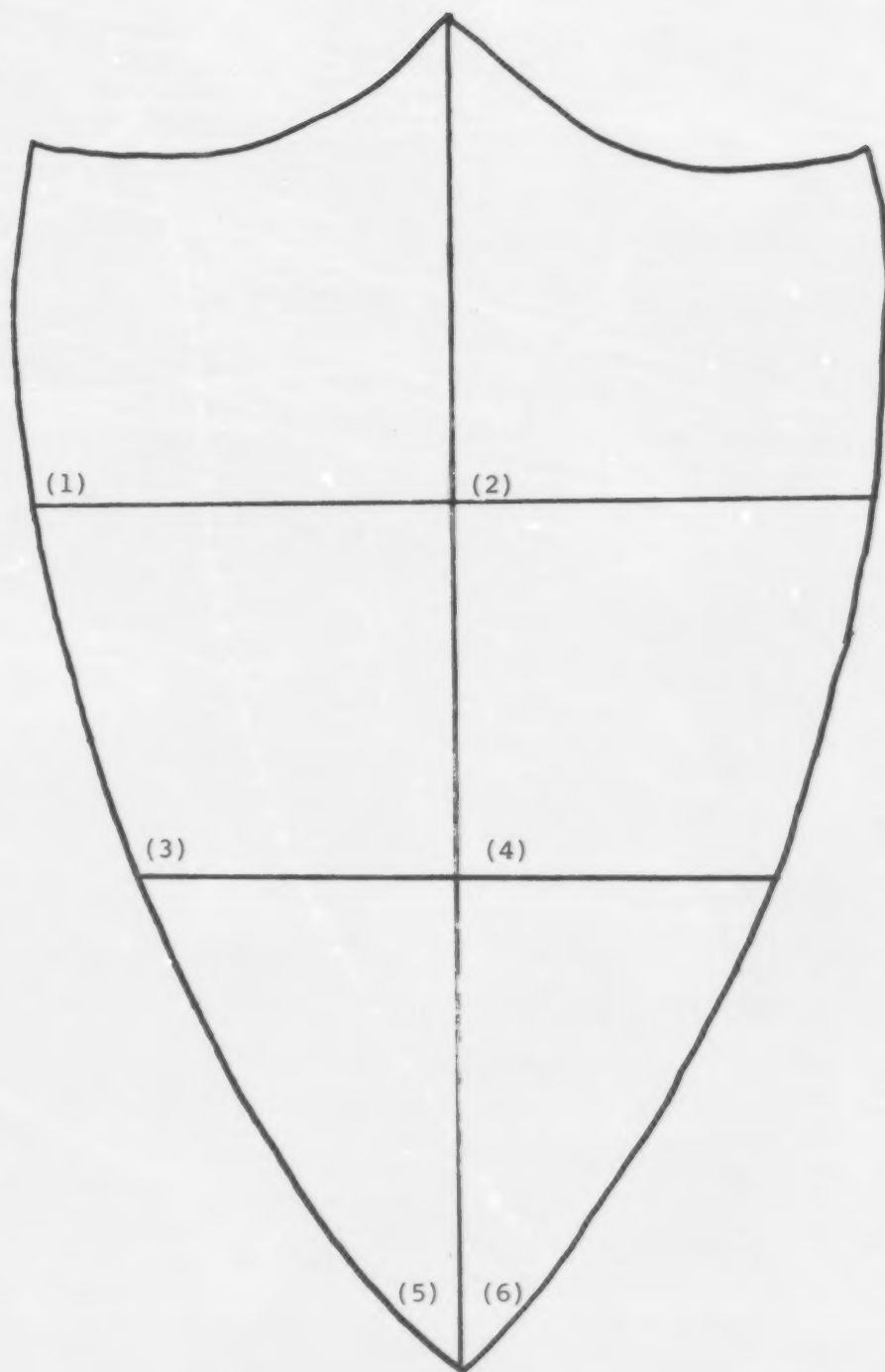
Materials:

1. Handout 1, Coat of Arms

Coat of Arms

1. Two Things You Do Well
2. The Most Important Accomplishment
In Your Life
3. Your Greatest Fault
4. Something You Believe In So Strongly
You Wouldn't Change Your Mind Under
Any Circumstances
5. Three Words Which Best Describe You
6. Anything You Care To Include

COAT OF ARMS



B. GROUP PROCESS

1. Exercise: Dimensions of Cooperation
"Five Squares" (4 Handouts)
 2. Exercise: Style of Participating in a
Decision-making Group
(6 Handouts)
 3. Exercise: Diagnosing Group Dynamics
(4 Handouts)
-

4. Reading: Humanistic Techniques Suggested to
Reach Community Consensus
5. Reading: Dimensions Essential to Group Growth
6. Reading: Skills Needed by Members of
Productive Groups

EXERCISE : DIMENSIONS OF COOPERATION

"Five Squares"

90 Minutes

Purpose: To focus attention on the definition and the need for cooperation in solving group problems. To enable participants to increase their awareness of some of their own behaviors and to receive feedback from others on the effects of those behaviors that help or hinder effective problem solving in group situations.

Setting: This exercise can be focused in various ways according to the trainer's objectives in meeting his/her diagnosis of group needs. Three versions of increasing difficulty are included. Individual tables that will seat 5 participants are required, in a room large enough to allow the tables to be spaced far enough apart that groups cannot easily observe other groups as they work.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness	Awareness of own behavior Openness	Feelings	Influence Productivity

Steps:

1. Announce the purpose of the exercise and call attention to the agenda, noting that the time will be approximately 90 minutes.
2. Ask individuals to work alone to write a definition of cooperation which includes illustrative examples of tasks that require cooperation and behaviors that facilitate cooperation.
3. Instruct participants to form pairs, choosing a person they know least well. Share lists with pair partners and produce (1) a joint statement of the meaning of cooperation and (2) a list of required behaviors for cooperation in a group problem-solving situation.
4. Ask 2 participants to serve as newsprint recorders. Invite reports and record 2 or 3 definitions of cooperation and lists of behaviors required. After recording is complete, underscore the key words and add to the list the following if they are not already included:
 - a. Need to understand total problem to be solved
 - b. Need for each individual to see how he/she can contribute to group's solving the problem
 - c. Need for each individual to be aware of the potential contribution of other individuals
 - d. Need to see other individual's problems in order to help him/her make his/her maximum contribution to the group effort
5. Announce that this exercise provides a way to test the dimensions of cooperation. Ask participants to form groups of 5; each group is to seat themselves at a table. Tell participants to read the instruction sheet placed on each table (Handout 1, Dimensions of Cooperation: "Five Squares"). Review the same instructions from a newsprint chart and give emphasis to the specific limitations. Before starting the task, give an opportunity for questions. Ask 1 person at each table to open the large envelope and distribute the 5 small envelopes. Give signal to begin. (When several groups have solved the problem or the predetermined maximum allowable time has elapsed, call time.)

If the number of participants in the total group is not a multiple of 5, have any extra participants act as observers. They should be given Handout 4, Report of Observers.

6. Distribute Handout 2, Participant Observation Form. Ask participants to recall and write down their feelings and observations during the task. Announce that these data will be shared in their groups of 5.
7. Ask participants to share their observations in their groups of 5. Encourage them to identify and report specific behaviors they observed that helped or hindered.
8. Distribute Handout 3, Worksheet for Identification, Linking and Backhome Application. Direct individuals to work alone filling out Handout 3 and then share with pair partners, helping each other link identified behaviors to specific backhome situations and planned action.
9. Invite participants to share insights and specific applications they plan for back home. Encourage clarification and elaboration in the general discussion. Summarize by stressing the relationships of the experiences during the "Five Squares" exercise, the key words on newsprint and the specific backhome work situations mentioned.
10. Checking feelings by means of Five-Square Puzzle. (See separate sheet at end of section)

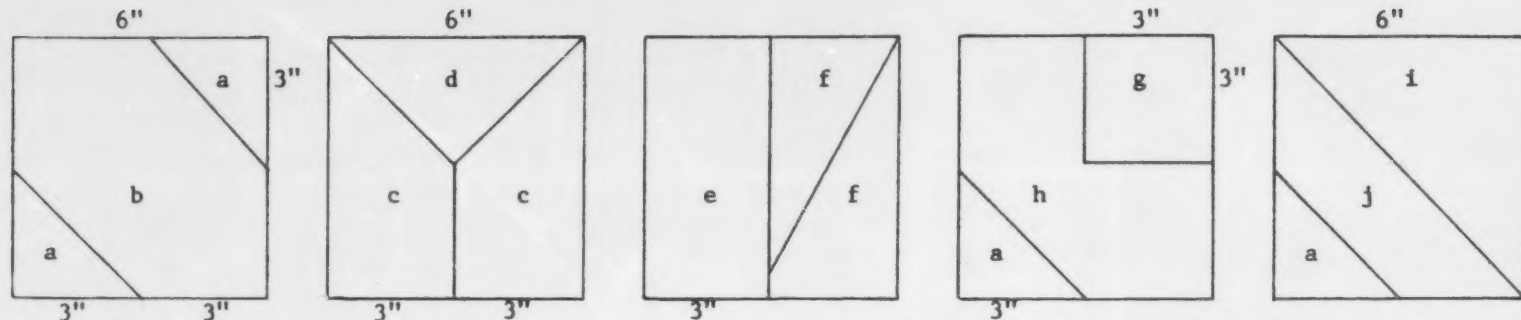
Trainer

- Preparation:
1. Prepare 1 set of 5 squares for each group of 5 participants (see Versions A, B and C of Instructions for Making a Set of Squares).
 2. Prepare newsprint sheet of agenda.
 3. Prepare newsprint chart of instructions to the group.
 4. Prepare blank sheets of newsprint, double thickness, for Step 4.
 5. Double check Handouts 1, 2, 3 and 4.

Materials:

1. Newsprint, felt tip pens and masking tape
2. A set of instructions for each group member
3. A set of SQUARES for each group of 5
4. Handouts 1, 2 and 3 (for each participant) and Handout 4 (for observers)
5. Newsprint charts of the agenda and instructions to the group

Instructions for Making a Set of Squares: Version A
("Three-Piece Squares")



The lines should be drawn so that, when cut out, all pieces marked a will be exactly the same size, all pieces marked c will be exactly the same size and so on. By using multiples of 3 inches, several combinations will be possible that will enable participants to form 1 or 2 squares; but only 1 combination is possible that will form 5 squares 6 by 6 inches.

After drawing the lines on the 6-by-6-inch squares and labeling them with lower-case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Label 5 envelopes A, B, C, D and E. Distribute the cardboard pieces in the 5 envelopes as follows:

- Envelope A has pieces i, h and e
- Envelope B has pieces a, a, a and c
- Envelope C has pieces a and j
- Envelope D has pieces d and f
- Envelope E has pieces g, b f and c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter, i.e., Envelope A, Envelope B, etc. This will make it easy to return the pieces to the proper envelope for subsequent use.

Step #10 in "Five Squares" Exercise:

Checking Feelings by Means of the Five Square Puzzle

- A. Appoint one member to serve as observer to note behaviors.
- B. Instruct remainder that they will perform a task involving acting on perceptions without being able to check them verbally.
- C. Observe group performing task.
- D. Debrief group:
 - (1) Follow sequence of:
 - a. Describing behavior
 - b. Checking perceptions of how various people felt during that behavior
 - c. Paraphrasing these reactions to ensure that they are clear
 - (2) Some perceptions you may wish to focus on (perhaps for use as observers' guide):
 - a. Willingness to give away pieces
 - b. Feeling divorced from struggles of the group
 - c. Unwillingness to give away pieces
 - d. High or low involvement in the task
 - e. High frustration or anxiety
 - f. Turning points concerning the amount of cooperation
 - g. Rule violations
 - (3) How falsely confident did you feel about acting on perceptions you could not or did not check?
- E. Discussion.
 - (1) Projection of own feelings on to others.
 - (2) What is checking perception likely to threaten?
 - (3) Describing own feelings and constructive openness.
 - (4) How to be sure you are checking perceptions helpfully.

Handout 1
Dimensions of Cooperation: "Five Squares"

INSTRUCTIONS TO THE GROUP

- A. In this package are 5 envelopes, each of which contains pieces of cardboard for forming squares. When the instructor gives the signal to begin, the task of your group is to form 5 squares of equal size. The task will not be completed until each individual has before him/her a perfect square of the same size as that held by others.
- B. SPECIFIC LIMITATIONS are imposed upon your group during this exercise:
 - 1. No member may speak
 - 2. No member may ask another member for a card or in any way signal that another person is to give him/her a card
 - 3. Members may give cards to other members
- C. The groups will be monitored and ground rules will be enforced.
- D. As a group completes its task, the members may silently observe other groups at work.

Handout 2
Participant Observation Form

Recall and write down your feelings and observations during the exercise.

Identify and be prepared to report on specific behaviors that helped or hindered.

Examples of specific behaviors (add as many as you noticed)	For each behavior indicate your experience and observations as follows: ● Your feelings ● Your guess about others' feelings ● Any nonverbal reactions ● How it helped, how it hindered
1. When a person held onto a key piece because he/she did not see the solution 2. When a person completed his/her square correctly and sat back 3. When a person could not see the solution as quickly as others 4. When a person tried to give to another person 5. When a person withheld from another person	
Others: 6. 7. 8. 9. 10.	

Handout 3
Worksheet for Identification, Linking
and Backhome Application

Ideas about cooperation and behaviors required for cooperation which I have become aware of in this exercise:

Groups, projects and situations back home for which I think I can try out new cooperation behaviors:

Ways in which I think I can use these ideas in my backhome situation:

Handout 4
Report of Observers

A. For Four-Piece Squares and "Old Original" (Five-Piece Squares)

1. When someone holding a key piece did not see the solution:

What do you think other members felt?

What clues did you pick up that made you think so?

2. When someone had completed his/her square correctly and then sat back with self-satisfied smile on his/her face:

What would you guess were his/her feelings?

What reactions did you notice from other members?

What would you guess they were feeling?

What were your own feelings?

3. When a person could not see the solution as quickly as the others:

What did you think were the feelings of the others toward that person?

What were your own feelings toward him/her?

4. What evidence did you see of participants trying to help each other?

5. What did you experience during the exercise?

B. For Three-Piece Squares

1. What evidence did you see of participants trying to help each other?

2. What evidence did you see of help being withheld?

3. How did people act when they had completed their part of the task?

4. How did their behavior make you feel?

EXERCISE : STYLE OF PARTICIPATING IN A DECISION-MAKING GROUP

2½ Hours

Note to Trainers: This exercise may be used early in a workshop.

Purpose: To generate data for observation and analysis of participation styles. To allow opportunity to rate self on participation style. To enable participants to identify and practice helpful behaviors in group decision-making task.

Setting: This exercise may be used early in the workshop. The group is to be divided into subgroups. Group A seat themselves in a circle; Group B seat themselves in a slightly larger circle outside the first. In Round 1, Group A will participate in a task and Group B will observe. In Round 2, the groups reverse positions and roles.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Overall effectiveness as a group member		Productivity	Individual differences
Feedback		Membership	
Awareness of own behavior		Feelings	
		Communication	
		Influence	

Steps:

1. Arrange total group in 2 small concentric circles, with 6 to 10 persons in each circle. There should be an equal number in each circle. Each person in the outer circle should select 1 person in the inner circle to observe and should sit in a position that facilitates observation. Explain that there will be 2 rounds: In Round 1, Group A works and Group B observes. In Round 2, the process is reversed: Group B is in the center and Group A observes.
2. Distribute Handout 1, Agree/Disagree Statements on Groups, to members of Group A. Tell them they are to begin the task when you give the signal. Distribute Handout 2, Observer Rating of Pair Partner: His/Her Participation Style, and Handout 3, Observer Rating of Group: Overall Participation, to Group B. Instruct them to not fill out forms until the end of Round 1. They may make notations in the margins as reminders.
3. Instruct Group A to begin the task. Allow 30 minutes. Call time at the end of 30 minutes even though the task may not be completed.
4. Ask observers to fill out the forms provided. Distribute Handout 4, Participant Rating of Group, and Handout 5, Participant Self-Rating: Participation Style, to Group A members. Allow 5 minutes for both groups to complete forms.
5. Ask pairs to meet, compare rating sheets and clarify perceptions, providing specific examples if possible. Pairs work for 15 minutes.
6. Reverse roles (Group B is seated in the center). Distribute Handout 6, Characteristics of a Leader, to Group B. Tell them they are to begin their task when you give the signal. Instruct members of Group A to select individuals they will observe (need not be the same pairs as in Round 1) and sit where they can observe their partners. Distribute Handout 2, Observer Rating of Pair Partner: His/Her Participation Style, and Handout 3, Observer Rating of Group: Overall Participation, to Group A. Instruct them to not fill out forms until the end of Round 2. They may make notations in the margins if they wish.
7. Instruct Group B to begin the task. Allow 30 minutes for Group B to work.
8. Stop the task work after 30 minutes. Give Group B members Handout 4, Participant Rating of Group, and Handout 5, Participant Self-Rating: Participation Style. Allow 5 minutes for observers and participants to fill in forms.

9. Ask pairs to get together and compare the ratings on their sheets. Ask them to discuss and seek clarification of perceptions. Instruct observers to provide illustrations if they can to support their perceptions. Pairs work for 15 minutes.
10. Debriefing questions: Conduct general discussion by eliciting data from participants. Write suggestions on 4 newsprint charts headed:
 - a. Helpful participation styles
 - b. Hindering styles
 - c. Helpful procedures for reaching decisions
 - d. Behaviors I want to keep trying
11. Summarize the session by calling attention to the following:
 - a. The style of participation is crucial to good productivity
 - b. There is a relationship between degree of participation and commitment to decision
 - c. There is a relationship between extent of participation and feeling toward the group
 - d. Awareness of how others perceive people and how they affect them in their participation is related to the climate of the group and its ability to move toward a decision

Trainer

- Preparation:
1. Read Exercise 10 carefully.
 2. Prepare 4 newsprint charts for use in Step 10.
 3. Assemble Handouts 1 through 6. Stack them in the sequence in which they will be used.

- Materials:
- Copies of Handouts 1 through 6 (for all participants)
1. Handout 1, Agree/Disagree Statements on Groups
 2. Handout 2, Observer Rating of Pair Partner: His/Her Participation Style
 3. Handout 3, Observer Rating of Group: Overall Participation

4. Handout 4, Participant Rating of Group
5. Handout 5, Participant Self-Rating: Participation Style
6. Handout 6, Characteristics of a Leader

Handout 1
Agree/Disagree Statements on Groups

The task is to agree or disagree with each statement as a group. (Put an "A" to the left of those statements with which you agree; put a "B" to the left of those statements with which you disagree.) If your group cannot reach a decision regarding a statement, you may change the wording of the statement enough to allow a decision to be made. You will have 30 minutes to complete the task.

- _____ 1. A primary concern of all group members should be to establish an atmosphere in which all feel free to express their opinions
- _____ 2. An individual is able to achieve greater personal security in a group with a strong leader than in a leaderless group
- _____ 3. There are often occasions when a group member should do what he/she thinks is right regardless of what the rest of the group has decided to do
- _____ 4. Members should be required to attend meetings for setting group goals and discussing group problems
- _____ 5. Generally, there comes a time when democratic group methods must be abandoned in order to solve practical problems
- _____ 6. In the long run, it is more important to use democratic methods than to achieve specific results by other means
- _____ 7. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object
- _____ 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision
- _____ 9. When the leader is doing his/her best, one should not openly criticize or find fault with his/her conduct
- _____ 10. There would be more attentiveness if the leader would get quickly to the point and say what he/she wants the group to do
- _____ 11. Democracy has no place in a military organization, air task force or infantry squad when actually in battle
- _____ 12. By the time the average person has reached maturity, it is almost impossible for him/her to increase his/her skills in group participation
- _____ 13. Attendance falls off when everyone in the group has to be considered before a decision is made
- _____ 14. Committee membership doesn't dwindle when the chairperson is careful to choose friends for committee members

Handout 2
Observer Rating of Pair Partner:
His/Her Participation Style

1. How clear did he/she appear to be about membership in the group?

1	2	3	4	5	6
Completely confused		Clear about some things, confused about others			Completely clear

2. How completely did he/she appear to share his/her ideas in the group meeting?

1	2	3	4	5	6
Did not share any		Shared some ideas		Appeared to share every idea that he/she had	

3. How much did he/she appear to influence decisions of the group?

1	2	3	4	5	6
Not at all		Tried to influence half of the time		Appeared to try to influence every decision	

4. How free did he/she appear in expressing his/her true feelings?

1	2	3	4	5	6
Not free		Rather free		Very free	

5. How well did he/she appear to listen to others in the group?

1	2	3	4	5	6
Not well		Rather well		Very well	

Handout 3
Observer Rating of Group:
Overall Participation

Please check the item under each question that best describes your reactions.

1. Check the word that best describes the climate while the group was working:

☐ a. Cooperative	☐ d. Comfortable
☐ b. Tense	☐ e. Member-oriented
☐ c. Work-oriented	☐ f. Competitive

2. How do you assess the way this group shared ideas?

☐ a. A poor group	☐ c. A fairly good group
☐ b. Not a very good group	☐ d. A very good group

3. How influential were the members of the group in making decisions?

☐ All members influenced decisions
☐ Only a few were influential
☐ Decisions were made by 1 or 2

4. Did members appear to openly and freely express their true feelings?

☐ a. Completely free, open and honest	☐ d. Slightly more closed than open
☐ b. Somewhat open	☐ e. Somewhat closed
☐ c. Slightly more open than closed	☐ f. Completely closed and hidden

5. Were different views considered?

☐ a. Completely discussed, examined and evaluated, in an effort
to gain consensus
☐ b. Considered more than ignored
☐ c. Ignored more than considered
☐ d. Completely ignored

Handout 4
Participant Rating of Group

Please check the item under each question that best describes your reaction.

1. Check the word that best describes the climate while the group was working:

☐ a. Cooperative	☐ d. Comfortable
☐ b. Tense	☐ e. Member-oriented
☐ c. Work-oriented	☐ f. Competitive

2. How do you assess the way this group shared ideas?

☐ a. A poor group	☐ c. A fairly good group
☐ b. Not a very good group	☐ d. A very good group

3. How influential were the members of the group in making decisions?

☐ All members influenced decisions
☐ Only a few were influential
☐ Decisions were made by 1 or 2

4. Did members appear to openly and freely express their true feelings?

☐ a. Completely free, open and honest	☐ d. Slightly more closed than open
☐ b. Somewhat open	☐ e. Somewhat closed
☐ c. Slightly more open than closed	☐ f. Completely closed and hidden

5. Were different views considered?

☐ a. Completely discussed, examined and evaluated, in an effort
to gain consensus
☐ b. Considered more than ignored
☐ c. Ignored more than considered
☐ d. Completely ignored

Handout 5
Participant Self-Rating:
Participation Style

1. How clear was I about membership in the group?

1	2	3	4	5	6
Completely confused		Clear about some things, confused about others		Completely clear	

2. How completely did I share my ideas in the group meeting?

1	2	3	4	5	6
Did not share any		Shared half of my ideas		Completely shared every idea I had	

3. How much did I try to influence decisions of the group?

1	2	3	4	5	6
Not at all		Tried to influence half of the time		Tried to influence every decision	

4. How free did I feel to express my true feelings?

1	2	3	4	5	6
Not free		Rather free		Very free	

5. How well did I listen to others in the group?

1	2	3	4	5	6
Not well		Rather well		Very well	

Handout 6
Characteristics of a Leader

Arrive at a group decision on the 5 characteristics that are most important for an organization's leader and rank-order the 5 selected by degree of importance (1 being the most important, 5 being the least important).

You have 30 minutes to reach a decision. At the end of this time, you will be given a reaction form on the experience. You must work as a group. Ignore those members of the group designated as observers.

Which 5 of the characteristics listed below are most important for an organization's leader?

1. Ability to make decisions and push them to completion
2. Awareness of politics within the organization
3. Sense of humor
4. Persuasiveness, ability to "sell" a decision
5. Emotional stability
6. Ability to define problems and have members make decisions
7. Ability to be logical, to present ideas and invite questions
8. Physical health and vigor
9. Talent as a socializer
10. Flexibility, ability to make tentative decisions and to change them when good suggestions are received
11. Ability to get members to define problems and adopt solutions
12. Diplomatic ability to keep organization "out of conflict"
13. Respect of the community
14. Charismatic personality
15. Analytical mind, ability to state problems and see suggestions before making decisions
16. Loyalty to the organization

List the 5 most important characteristics by writing in numbers below.

Rank-order these 5 characteristics by placing numbers 1 to 5 below.

EXERCISE : DIAGNOSING GROUP DYNAMICS

90 Minutes

Purpose: To examine group process by applying the tools of the problem-solving process. To facilitate openness and trust building. To share perceptions of the group's operating procedures.

Setting: The group should have been working together for some time to generate enough data to provide focus.

Primary Activity: Meeting alternately in groups of 9 to 15 and in pairs/trios, the participants work to decide best ways to utilize skills training in group work. They work as a group at the task for a brief period (10 minutes), then in trios they study their own group effectiveness for about 5 minutes. The process is continued through 3 task meetings and 3 group process segments.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness	Contributing to group's awareness of itself	Membership	Influence
Group diagnostic ability	Openness	Productivity	Individual differences
	Trust	Feelings	

Steps:

1. Introduction to the exercise should include a statement on newsprint about purposes and the sequence of events to be followed (group work on assigned task alternating with trio meetings to study process).
2. Form a group of 9 to 18 persons. Direct this group to spend 10 minutes working on the task: "Decide on the best ways to utilize skills training in group work."
3. At the end of 10 minutes, interrupt the task. Divide groups into trios. Distribute Handout 1, Trio Meeting #1: Membership Issues. Allow 5 minutes for trios to complete this meeting--discussing and developing lists to be shared later.
4. Call time. Return to the total group to continue working on the task of identifying the best ways to get help from skills training for backhome work. Allow work to continue for 10 minutes.
5. Direct participants to return to their trios. Distribute Handout 2, Trio Meeting #2: Data Gathering, Issue Analysis and Action Alternatives. They are to discuss and complete Handout 2 (to be shared later). Allow 5 minutes.
6. Return to the total group to continue working at the task of identifying the best ways to get help from skills training for backhome work. Allow work to continue for 10 minutes.
7. Direct participants to return to their trios. Distribute Handout 3, Trio Meeting #3: Action Diagnosis. They are to discuss and complete this handout. Allow 5 minutes.
8. Call time and announce a change in focus. Return to the total group and spend 15 minutes on a different task:
 - a. Share and examine the data gathered during the trio meetings to determine the forces that had the greatest effect on your group's accomplishment of its task.
 - b. Agree on the 3 forces that were most influential (in getting the task done).
 - c. Discuss why you believe these forces were most influential. Record on newsprint the key ideas from your discussion.

9. Call time and bring all groups together for a general discussion. Distribute Handout 4, Five Dimensions of Group Growth. Conduct discussion focusing on newsprint reports and key concepts of Handout 4.

Trainer

Preparation:

1. Read exercise and all handouts.
2. Assemble all handouts.
3. Prepare newsprint chart of key concepts in Handout 1, to be used in Step 9.

Materials:

1. Copies of Handout 1, Trio Meeting #1: Membership Issues (for all participants)
2. Copies of Handout 2, Trio Meeting #2: Data Gathering, Issue Analysis and Action Alternatives (for all participants)
3. Copies of Handout 3, Trio Meeting #3: Action Diagnosis (for all participants)
4. Copies of Handout 4, Five Dimensions of Group Growth (for all participants)
5. Newsprint, felt tip pens and masking tape (for each cluster group, to be used in Step 8)
6. Newsprint chart of key concepts in Handout 1 (to be used by trainer in Step 9)

Handout 1
Trio Meeting #1: Membership Issues

The task of the trio now is to formulate your reactions to the following question:

What factors are helping us and what factors are blocking us in becoming members of this group? (Make lists.)

Becoming Group Members	
Helping factors	Blocking factors

Please be prepared to share your reactions.

Handout 2
Trio Meeting #2: Data Gathering,
Issues Analysis and Action Alternatives

In order to facilitate member learning and each member's contribution to the learning of others, the task of the trio in this session is to think about, write down and share reactions to the following:

1. What is going on in the group?	Who is causing it?	Who is affected by it?	What kind of activity is it?

2. How do we feel about it?

3. What are some action possibilities for us to try out in our next meeting? (The next meeting will focus on how your plans worked out.)

a. Action possibility _____

Chance of success

Very good

So-So

Very poor

b. Action possibility _____

Chance of success

Very good

So-So

Very poor

c. Action possibility _____

Chance of success

Very good

So-So

Very poor

d. Action possibility _____

Chance of success

Very good

So-So

Very poor

Handout 3

Trio Meeting #3: Action Diagnosis

The trio task here is to reflect back on your last meeting, the action ideas each of you had and the session that followed. Then, turn your attention to the questions of:

1. What did we actually do?
2. What happened? The idea probably (a) worked, (b) didn't work or (c) was changed. People probably had responses to your action attempts. List words and phrases which describe these 2 dimensions.

How well the idea worked	How people seemed to feel

Handout 4
Five Dimensions of Group Growth

There are 5 dimensions in which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

1. Membership: When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you were being serious? Is it all right to come late, to leave early, to smoke or to dress informally? Will membership in this group facilitate or conflict with other roles you have in life? Will others in the group have the same values and attitudes that you have? Will membership in this group be stimulating, boring, exciting, threatening, rewarding or inconsequential?
2. Influence: As the meaning of membership becomes clearer to you, your attention generally turns to questions of influence. Who is the leader of this group? Is there a chairperson? Will the "real leader" please stand up? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or perform leadership functions? Are there individuals in the group who care about the power of being leaders more than they do about the goals and issues of the group?
3. Feelings: As norms of membership and influence become clear for you, the expression of your feelings becomes increasingly important. When others like an idea or action, do they say so? When there is boredom, frustration or anger, is this shared openly so it can be worked out constructively? Can you express your feelings freely as they occur so that you don't have to bottle them and let them build up to a point at which they burst through inappropriately? Do people wait until they "get out the door" to tell 1 or 2 colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than as a destructive attack? Is expression of positive feelings seen as honest feedback rather than as an effort to influence or "paint the lily"?
4. Individual differences: Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach the point of taking maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings and of seeing the other members as likeable because they are pretty much the same as themselves. This level is sometimes referred to as the "honeymoon state." If enough trust develops, members may begin to recognize and value each other's individual

differences. A new set of questions becomes relevant. Do the members make an effort to learn about each other's experiences, attitudes, knowledge, values, skills and ideologies? Do members work at sharing their ideas in order to get each other's reactions and different ways of looking at issues? Do they let each other know that they appreciate these differences even if they don't agree with them?

5. Productivity: Most groups exist for a purpose that involves some kind of product. It might simply be fun. It might be a better mouse trap or an improvement in the learning experiences of children. The product of many groups tends to be the "lowest common denominator" of the individuals' potential. The level of productivity a group can reach depends upon the ways in which norms of membership, influence, feelings and individual differences get worked out. Ideas of different individuals can be combined into better ideas that no one alone would have thought of. Then following questions become important. How much energy goes into arguing about which ideas are "better" or "right"? How much energy is spent on developing new ideas by combining old ones? Is an effort made to diagnose situations in order to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly rather than moving quickly to taking action? Do members take the time to seek each other's reactions and ideas? Do the norms of the group support members' rights to give reactions and ideas?

The ways that a new group works out these 5 dimensions of its growth have 2 consequences. One concerns the way that tasks are accomplished; tasks may be accomplished efficiently or inefficiently, thoroughly or partially, with a high degree of quality or in a shoddy manner. The other concerns the maintenance of the group; when there is much esprit de corps, individuals are pleased and excited about being members, but when morale is low, confusion and frustration may drive some members out of the group.

DIMENSIONS ESSENTIAL TO GROUP GROWTH

Here are dimensions along which groups typically develop and grow. Problems arise when there is lack of clarity about any of these dimensions. There are two kinds of results from how skillfully a group works out these dimensions of its growth. One concerns task accomplishment. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. Or, there may be confusion and frustration where individuals readily leave the group.

For you to identify your own needs for skills training you need to determine what is problematic in your own group behavior for each of these dimensions. Making these determinations and gaining some skills to participate more creatively in your own group is the concern of this workshop.

Membership

Individuals identified as being part(s) of the group are said to have membership. At the level of the individual, membership applies to issues of a person's self-identity. It speaks to questions of:

1. Who am I?
2. What can I be?
3. What do I expect and desire of myself?

For the more complex levels of group behavior, it speaks to questions such as:

1. What does it mean to be a member of this group, organization, community or society?
2. Will I be accepted?
3. How will I be expected to act and respond?
4. What norms will prevail?
5. Will I be trusted?
6. Will I feel satisfied that I am needed and respected?
7. Will I feel adequate?
8. Will my personal motivations fit in with those of the group?
9. How much freedom will I have to express myself?

Problems arise from lack of clarity about membership questions as well as conflict over what the answers to such questions should be.

Some individual skills that may reduce these problems are how to:

1. Listen carefully to understand what others are saying.
2. Share feelings and ideas spontaneously.
3. Listen to and try out others' ideas.
4. Ask for others' impressions and reactions.

5. Call attention to what is happening in the group.
6. Aid with identification and solution of a problem.
7. Call attention to group norms and help to evaluate norms.

Influence

The ways that influence happens among and between parts of the group needs to be considered.

1. Is influence recognized as a normal, necessary operating characteristic of the group?
2. What behaviors are acceptable and unacceptable as kinds of influence in the group?
3. Are members explicit about accepting certain kinds of influence as well as rejecting other kinds?
4. How much variance of individual styles of influence is tolerated?
5. Are different bases of influence accepted for different types of situations, e.g., expertise in one situation as compared to forcefulness of personal style in another?
6. Does the use of influence tend to free resources of individuals rather than block them?
7. What are the ways that leadership occurs?
8. Are there different leaders in different situations?
9. How much flexibility of influence and leadership is there relative to roles and status of different parts of the group?

Problems arise from lack of clarity about influence questions as well as conflict over what the answers to such questions should be.

Some individual skills that may reduce these problems are how to:

1. Listen carefully to understand what others have said.
2. Speak clearly, directly and to the point.
3. Share feelings and the need to influence the other.
4. Listen to others and be willing to try out their ideas.
5. Let others know what effect their influence is having on you.
6. Try out a variety of ways to relate to others and influence them.
7. Help others report how they feel when being influenced.
8. Explain group difficulties when the influence process is being blocked.

Feelings

Perhaps the most crucial contribution of psychology in the past few decades has been clarification of ways that feelings affect the operations of groups. They can affect any and all functions in

facilitative and blocking ways. Feelings are tangible, measurable and enduring. Feelings not expressed as they occur are frequently expressed later in disguised, inappropriate and obstructive ways. Questions such as these are important.

1. What are acceptable and unacceptable ways of expressing different kinds of feelings in this group?
2. Are there any kinds of feelings for which there are no acceptable means of expression?
3. Do people trust each other?
4. What are the characteristic ways that less acceptable feelings show themselves and how obstructive are they?
5. How much variance in individual styles of expressing feelings is tolerated?
6. How spontaneous, open and direct are expressions of feelings?
7. Is the importance of the expression of feelings accepted?

Problems probably arise most frequently from lack of clarity about feelings. They also can stem from conflict over how feelings are expressed.

Some individual skills that may reduce these problems are how to:

1. Share feelings and ideas spontaneously.
2. Discuss own weaknesses and strengths with the group.
3. Elicit from others their honest feelings.
4. Report effect of the way others are reacting to own behavior.
5. Help the group express feelings and deal constructively with feeling content.
6. Accept expressions of feelings and encourage others to express their feelings in their own way.

Individual Differences

No two groups, at any level, are the same. The capabilities of their characteristics vary according to the unique growth history of each. The issue here is one of capitalizing on the variations of the subgroups that make up the larger group. Below are some important questions concerning individual differences.

1. Are there procedures for identifying the unique capabilities of individuals?
2. How much divergence of self-interest is tolerated?
3. Are there clear norms and procedures for negotiating basic differences of self-interest?
4. Are there norms for conformity which conflict with the valuing of growth based on the interaction of differences?
5. Do others know and/or attempt to discover one's full range of resources?

6. Do expectations of a role or group extend to stereotyping individuals in it?
7. Are parts of a group used flexibly in accordance with their unique functional capabilities as opposed to each part being limited to a usual set of tasks?

The greatest problems concerning individual differences relate to group norms which deny and reject these differences by failing to recognize them as a source of strength and growth. While individual needs tend to be a concern in education, a lack of understanding of the dynamics and implications of individual differences of resources leads to especially difficult problems. They culminate in prejudice and discrimination where there could be the greatest opportunities for exploration and evolution.

Some individual skills that may reduce these problems are how to:

1. Ask others for their impressions about own skills, resources and performance.
2. Report awareness of own resources and capabilities.
3. Try out new behaviors, ideas and resources.
4. Raise questions about the individual differences in the group, about self-interest and norms.
5. Explain what is happening in the group with references to differences in individuals' resources and skills.

Productivity

The concern here is for the ways that the group knows it is productive and for the quality of productivity it accomplishes rather than simply the quantity.

1. Is its productivity a creative synthesis of its unique needs and resources rather than the lowest common denominator of the capability of its subgroups?
2. Are its objectives stated operationally so that it can be measurably accountable for productiveness?
3. Are its procedures for production efficient--cost effective?
4. Are the products of the group congruent with its values and purpose?
5. Do these products contribute to desired social ends or to the maintenance of outmoded or objectionable ones as viewed by other groups?
6. How much energy is spent in arguing about the rightness or wrongness of ideas as compared to developing new ideas or combining ideas?
7. Do parts of the group experience a direct sense of satisfaction for their contribution to productivity?

The most observable kinds of problems concerning productivity involve low levels resulting from inefficient procedures and low sense of satisfaction in perceiving one's contribution. Less obvious, but perhaps especially important for education, is a lack of creative and motivating productivity versus the lowest common denominator of a tradition-bound system.

Some individual skills that may reduce these problems are how to:

1. Inquire about and explain why things happen as they do in the group.
2. Explain the difficulties the group has in getting a task accomplished.
3. Involve the group in stating goals, analyzing and diagnosing problems and producing a plan of action.
4. Evaluate and decide on the rightness and wrongness of certain ideas and plans.
5. Identify criteria for judging efficiency and effectiveness of the group achievement.

Roles

What parts, or persons, within the group are expected to carry out which functions and in what ways? While there are general expectations that apply to all members, it is the particular combination of commonly shared expectations about functions people will perform and how they will relate to each other in performing them that define different roles within the group. The following kinds of questions are important.

1. How clear am I about what others expect of my role?
2. Am I clear about what I believe others should expect of my role?
3. Are most others clear about what they expect of my role, or only some of them?
4. Are there differences among these expectations?
5. Are there other roles in the group about which there are differences or a lack of clarity?
6. Are the expectations of each role realistic?
7. Are there expectations that place roles in conflict with each other?
8. Are there roles missing as evidenced by functions needed by the group that no one is expected to fulfill?

Problems arise frequently from lack of role clarity and from conflicting expectations about a role. Another important kind of problem worth noting involves the overload and/or conflict that can occur from demands on individuals who are operating in more than one role.

Some individual skills that may reduce these problems are how to:

1. State clearly what one's own role expectations are.
2. Ask for other's expectations of one's role.
3. Inquire about and explain effects of the way in which a role is taken and the implications this has for group growth.
4. Report problems connected to the effects of operating in more than one role.
5. Report feelings as the result of a role overload.
6. Diagnose why role problems are present in a group.
7. Help the group create more realistic role expectations.

Communications

The passage of information between people in the group also needs some attention. Note here that information applies to things that are "news," not noise. There may be other kinds of noise that are unintelligible or redundant. Such noise usually distorts, rather than aids, the passage of information. These are some of the important questions about communications.

1. Who talks to whom about what?
2. What modes and personal styles of communication are acceptable or unacceptable in the group?
3. How efficient are communications in terms of information flow versus noise and redundancy?
4. Is there feedback of information, checking for understanding and opportunity for two-way flow where needed?
5. Are formal and informal patterns of communication primarily functional rather than bound by tradition and conflicts or limited by assumptions?
6. How do norms, roles, expectations and feelings influence communications?
7. Are there bottlenecks, blocks, gaps or points of overload in the lines of communication?

Problems arise from lack of clarity about what constitutes "news" and from inadequacy perceived in the way communications are transmitted.

Some individual skills that may reduce these problems are how to:

1. Check to be sure the message is being received accurately.
2. Transmit messages simply and directly.
3. Share reactions about the clarity of messages being sent.
4. Solve communications problems.
5. Seek and accept help from others.
6. Report perceptions about how norms, roles and feelings influence the communication process.

Goals

Goals of the group are those measurable objectives which it strives to achieve. Some goals are primary to the purpose for which the group exists. Others are instrumental to achieving the primary goals. They sometimes contribute to means to an end and sometimes to maintenance of the group. Important questions include the following.

1. How explicit are the goals of the group?
2. Have all critical goals been identified?
3. Is the group committed to any irrelevant or detrimental goals?
4. Are the goals stated operationally?
5. Are they feasible and realistic?
6. Are there conflicts among subparts of the group about what the goals are or should be?
7. Has the relative importance of goals and their relationships to each other as primary and instrumental been identified?

Problems are probably most often related to lack of clarity about goals, and sometimes related to conflict. When a problem is one of conflict about goals, it is more critical if based in value differences.

Some individual skills that may reduce these problems are how to:

1. Raise questions about what the group is doing or where it is going.
2. Offer one's own views on what the group is doing or where it is going.
3. Help the group achieve clarity about its goals.
4. Help deal with goal conflict.
5. Identify what the specific problem with goal setting is.
6. Contribute ideas for goal setting.

Perception

Perception concerns the facets seen in and by the group and the meanings and interpretations placed on these facets. The following questions relate to perception.

1. Are there important aspects of the group which are not seen?
2. Do some roles, or parts of the group, tend to see only certain kinds of things?
3. Do some people tend to distort or misinterpret what they see?
4. Does reality actually appear different from the legitimate perspective of different roles?
5. How much overall congruence is there in perceptions experienced throughout the group?

HUMANISTIC TECHNIQUES SUGGESTED TO REACH COMMUNITY CONSENSUS

SUGGESTED TECHNIQUES TO AID IN REACHING CONSENSUS... the following suggestions are designed to help groups resolve arguments, focus on areas of conflict, explore alternative solutions and guarantee the minority view a chance to be heard.

1. FISHBOWL The total group agrees to a smaller group of representatives that reflect the divergent viewpoints. The small group forms a circle in the center and these people are the only ones allowed to speak for an agreed upon period of time. This can be used with a tap-out system whereby a person with the same general stand on the issue taps out the representative in the fishbowl in order to expand the viewpoint.
2. When two people disagree, one should restate the other's last argument to his opponents' satisfaction before stating his own.
3. When an issue divides a large group in two, all who favor a stand can reverse roles and argue against their position. Those against switch and argue for it.
4. When the large group is in conflict with many divergent views, pair the individual members in teams of opposite points of view to discuss the issue. Let those who are undecided also pair up and explore their attitudes.
5. During a group conflict call for one or more minutes of total silence during which time members are asked to explore what they have at stake personally in this issue. After the silence, begin the meeting again by asking if anyone wants to share his thoughts.
6. Have a person holding the majority viewpoint role play the part of a person in the minority dealing with feelings of being excluded, alienated or not getting his own way. Also choose alter-egos and other appropriate roles.
7. Have the large group break into small groups to formulate suggestions about what the group as a whole might do to resolve the problem.
8. Have those people who are against the consensus go on a fantasy trip where they imagine that the consensus has been reached. How do they feel - what is the worst thing they can imagine about their giving in, etcetera.

9. Explore what the minimum change in the majorities' position would be that would make it acceptable to the minority.

10. One or more members who do not agree with the consensus may feel that, though they disagree, they will go along, Others can consider this option... "I feel that I am heard and I still disagree. I cannot go along with the group and rather than continue to oppose the group, I will abstain and not be a part of this decision.

SKILLS NEEDED BY MEMBERS OF PRODUCTIVE GROUPS¹

Here is a list of important skills for productive group work. As you read, keep the following questions in mind:

- A. To what extent did you practice these skills during the trio meeting in the last session?
 - B. What do you do that, for you, is a sign of your behavior in each category? (For example, eyes closed may be a sign of "trust," not boredom; asking probing questions may be a sign of "problem solving effectiveness," not hostility.) Note that much of what people actually do is a matter of personal style. The focus of this exercise is to identify the specific behaviors of your style for each category.
 - C. Which of these skills do you think you need to improve or acquire to contribute to your group back home becoming more productive?
1. Listening Skills: Works at understanding what others are saying; asks others to repeat; asks others to clarify. Tells others what he has heard; seems to have understood correctly what others have said.
 2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.
 3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Emotions show clearly and appropriately (e.g., joy, boredom, anger, sorrow).
 4. Trust: Is willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.
 5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a helpful way. Lets others know when they have been helpful to him.
 6. Awareness of Own Behavior: Shows he is aware of how others are reacting to his behavior; shows he is aware of how he is reacting

¹ Adapted by permission from the Guide for Anchored Trainer Ratings, developed by Matthew B. Miles, Teachers College, Columbia University, in connection with the Cooperative Project for Educational Development, 1967.

to the behavior of others; shows he is considering the implications to himself; uses this awareness in considering whether or not his own behavior is what he wants it to be.

7. Experimenting with Own Behavior: Shows flexibility in taking different roles in the group at different times (e.g., leader, clarifier). Shows increasing variety of ways to relate to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.
8. Contributes to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward; offers own views on what the group is doing, feeling, etc.
9. Problem Solving Effectiveness: Helps the group make realistic progress in problem solving efforts. Is effectively work-oriented. Aids group productivity.
10. Helping Group Maintenance: Works well with own and others' feelings; helps develop and maintain good relationships in the group.
11. Group Diagnostic Ability: Able to understand why things happened as they did in group; can explain group difficulties as a basis for corrective or supportive action.
12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

Please keep this paper near for reference as you do the steps shown on the next page.

Instructions:

Rate your participation in the trio meeting in the last session on the scale below. You will be asked to share these ratings in your trios.

- | | (little) | | | | | | | | | | | | | | | | | (much) |
|---|----------|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--------|
| 1. Listening Skills: | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | |
| - Paraphrases | | | | | | | | | | | | | | | | | | |
| - Repeats | | | | | | | | | | | | | | | | | | |
| - Checks perceptions | | | | | | | | | | | | | | | | | | |
| 2. Saying Skills: | | | | | | | | | | | | | | | | | | |
| - Speaks directly | | | | | | | | | | | | | | | | | | |
| - Not repetitious | | | | | | | | | | | | | | | | | | |
| 3. Openness: | | | | | | | | | | | | | | | | | | |
| - Spontaneous | | | | | | | | | | | | | | | | | | |
| - Reports own strengths | | | | | | | | | | | | | | | | | | |
| - Reports feelings | | | | | | | | | | | | | | | | | | |
| 4. Trust: | | | | | | | | | | | | | | | | | | |
| - Tries out others' ideas | | | | | | | | | | | | | | | | | | |
| - Asks for help | | | | | | | | | | | | | | | | | | |
| 5. Feedback: | | | | | | | | | | | | | | | | | | |
| - Asks for reaction to self | | | | | | | | | | | | | | | | | | |
| - Gives feedback in useful ways | | | | | | | | | | | | | | | | | | |
| - Reports when helped | | | | | | | | | | | | | | | | | | |
| 6. Awareness of Own Behavior: | | | | | | | | | | | | | | | | | | |
| - Acknowledges personal reactions | | | | | | | | | | | | | | | | | | |
| - Uses reactions in deciding how to behave | | | | | | | | | | | | | | | | | | |
| 7. Experimenting with Own Behavior: | | | | | | | | | | | | | | | | | | |
| - Takes and evaluates new roles | | | | | | | | | | | | | | | | | | |
| - Identifies need for shifting roles | | | | | | | | | | | | | | | | | | |
| - Reports personal meanings of role taking | | | | | | | | | | | | | | | | | | |
| - Asks for feedback on role taking | | | | | | | | | | | | | | | | | | |
| 8. Contributing to Group's Awareness of Itself: | | | | | | | | | | | | | | | | | | |
| - Calls attention to what is happening | | | | | | | | | | | | | | | | | | |
| - Offers own views of what is happening | | | | | | | | | | | | | | | | | | |
| - Raises questions about what is happening | | | | | | | | | | | | | | | | | | |
| 9. Problem Solving Effectiveness: | | | | | | | | | | | | | | | | | | |
| - Knows and uses problem solving tools | | | | | | | | | | | | | | | | | | |
| - Helps group make decisions | | | | | | | | | | | | | | | | | | |
| - Initiates problem solving activity | | | | | | | | | | | | | | | | | | |
| 10. Helping Group Maintenance: | | | | | | | | | | | | | | | | | | |
| - Expresses feeling | | | | | | | | | | | | | | | | | | |
| - Asks others to express feeling | | | | | | | | | | | | | | | | | | |
| - Supports others' expression of feelings | | | | | | | | | | | | | | | | | | |
| 11. Group Diagnostic Ability: | | | | | | | | | | | | | | | | | | |
| - Explains <u>why</u> things happen | | | | | | | | | | | | | | | | | | |
| - Involves group in producing diagnostic information about itself | | | | | | | | | | | | | | | | | | |
| - Interprets diagnosis to facilitate corrective action | | | | | | | | | | | | | | | | | | |
| 12. Overall Effectiveness as a Group Member: | | | | | | | | | | | | | | | | | | |
| - Invites group to evaluate how it is doing | | | | | | | | | | | | | | | | | | |
| - Suggests resources for learning | | | | | | | | | | | | | | | | | | |
| - Facilitates using resources of the group | | | | | | | | | | | | | | | | | | |

C. COMMUNICATIONS

1. Exercise: Interpersonal Communications Inventory
(Handout)
 2. Exercise: One-Way and Two-Way Communications
(7 Handouts)
 3. Exercise: "Rumor Clinic" (Observation Form)
 4. Exercise: Speaking Precisely & Listening Carefully
(3 Handouts)
-
5. Reading: Defensive Communication
 6. Reading: Clarifying Communications

EXERCISE INTERPERSONAL COMMUNICATIONS

INVENTORY

30 Minutes

Purpose: To make an objective study of the degree and patterns of communication of each participant in their interpersonal relationships.

Setting: To examine components contributing to effective interpersonal communications.

SKILLS		DIMENSIONS	
Primary	Secondary	Primary	Secondary
Awareness of own behavior	Personal diagnostic ability	Communication	

Steps:

1. Present overview of exercise.
2. Distribute communications inventory.
3. Score responses.

Directions:

1. Ask participants to think of examples of problems that make it difficult for individuals to understand each other in conversation. List examples such as the following on newsprint:
 - a. inaccurate expression;
 - b. not talking about same thing;
 - c. not listening;
 - d. crowding too much into one statement.
2. Review directions and ask participants to complete inventory.
3. Have each person score their own inventory. Ask them to star any items which they scored zero. (If there are no items which they scored zero have them focus on those items which they scored one on.)

Steps:

4. Summarize experience.

5. Review Handout #1

Trainer Preparation:

Materials:

Directions:

Have the participants review the items they starred and consider their needs for improving communications.

4. Summarize and evaluate experience. Ask participants to share some of the communication needs that they identified using the inventory. Ask the participant to consider these needs and begin to address them during the workshop.

5. Distribute Handout #1; five components contributing to effective interpersonal communications. Briefly review ideas from handout #1.

1. Read exercise and all handout materials.

2. Assemble all handout material and pencils for participants.

1. Handout #1; Interpersonal Communications Inventory.

2. Handout #2; five components contributing to effective interpersonal communications.

INTERPERSONAL COMMUNICATION INVENTORY

Being an effective communicator seems to be based on five interpersonal components: (1) an adequate self-concept, the single most important factor affecting people's communication with others; (2) the ability to be a good listener, a skill which has received little attention until recently; (3) the skill of expressing one's thoughts and ideas clearly—which many people find difficult to do; (4) being able to cope with one's emotions, particularly angry feelings, and expressing them in a constructive way; and (5) the willingness to disclose oneself to others truthfully and freely. Such self-disclosure is necessary for satisfactory interpersonal relationships. (See the "Self-Disclosure Questionnaire" by Sidney M. Jourard in this section of the *Annual*.)

In recent years, several research techniques and devices have been developed in a number of areas involving the study of interpersonal communication: marriage counseling, parent-child counseling, group therapy, and small-group communication.

The "Interpersonal Communication Inventory" (ICI) is applicable generally to social interaction in a wide variety of situations. It is an attempt to measure general tendencies in interpersonal communication and it may be used as a counseling tool, as a teaching device, as a supplement to an interview, by management, or for further research.

A 54-item scale measures the process of communication as an element of social interaction; it is not intended to measure content but to

identify patterns, characteristics, and styles of communication.

The items included were drawn from a review of the literature in the field and from the author's counseling experience and his work on related communication scales.

The instrument is probably best suited for individuals of high school age or older. It can be adapted to either sex and any marital status.

Items in the ICI are designed to sample the dimensions of self-concept, listening, clarity of expression, difficulties in coping with angry feelings, and self-disclosure.

This instrument is closely linked to Dr. Myron R. Chartier's article, "Five Components Contributing to Effective Interpersonal Communications," which appears in the *Lecturettes* section of this *Annual*. The lecturette discusses and develops aspects of the "Interpersonal Communication Inventory."

Engaged in on-going research, the author would like to collaborate with others using the ICI. He has also developed a guide to the ICI which may be obtained from him upon request.

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INTERPERSONAL COMMUNICATION INVENTORY

Millard J. Bienvenu, Sr.

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your interpersonal relationships. It will enable you to better understand how you present and use yourself in communicating with persons in your daily contacts and activities. You will find it both interesting and helpful to make this study.

Directions

- The questions refer to persons *other than your family members or relatives*.
- Please answer each question as quickly as you can according to the way you feel *at the moment* (not the way you usually feel or felt last week).
- Please do not consult anyone while completing this inventory. You may discuss it with someone after you have completed it. Remember that the value of this form will be lost if you change *any* answer during or after this discussion.
- Honest answers are very necessary. Please be as frank as possible, since your answers are confidential.
- Use the following examples for practice. Put a check (✓) in *one* of the three blanks on the right to show how the question applies to your situation.

Yes (usually)	No (seldom)	Some- times
------------------	----------------	----------------

Is it easy for you to express your views to others? _____

Do others listen to your point of view? _____

- The **Yes** column is to be used when the question can be answered as happening *most of the time* or usually. The **No** column is to be used when the question can be answered as *seldom* or *never*.

The **Sometimes** column should be marked when you definitely cannot answer **Yes** or **No**. Use this column as little as possible.

- Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way you feel *at the present time*. Remember, do not refer to family members in answering the questions.

Yes (usually)	No (seldom)	Some- times
------------------	----------------	----------------

1. Do your words come out the way you would like them to in conversation? _____

2. When you are asked a question that is not clear, do you ask the person to explain what he means? _____

3. When you are trying to explain something, do other persons have a tendency to put words in your mouth? _____

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	Yes (usually)	No (seldom)	Some- times
4. Do you merely assume the other person knows what you are trying to say without your explaining what you really mean?	_____	_____	_____
5. Do you ever ask the other person to tell you how he feels about the point you may be trying to make?	_____	_____	_____
6. Is it difficult for you to talk with other people?	_____	_____	_____
7. In conversation, do you talk about things which are of interest to both you and the other person?	_____	_____	_____
8. Do you find it difficult to express your ideas when they differ from those around you?	_____	_____	_____
9. In conversation, do you try to put yourself in the other person's shoes?	_____	_____	_____
10. In conversation, do you have a tendency to do more talking than the other person?	_____	_____	_____
11. Are you aware of how your tone of voice may affect others?	_____	_____	_____
12. Do you refrain from saying something that you know will only hurt others or make matters worse?	_____	_____	_____
13. Is it difficult to accept constructive criticism from others?	_____	_____	_____
14. When someone has hurt your feelings, do you discuss this with him?	_____	_____	_____
15. Do you later apologize to someone whose feelings <i>you</i> may have hurt?	_____	_____	_____
16. Does it upset you a <i>great deal</i> when someone disagrees with you?	_____	_____	_____
17. Do you find it difficult to think clearly when you are angry with someone?	_____	_____	_____
18. Do you fail to disagree with others because you are afraid they will get angry?	_____	_____	_____
19. When a problem arises between you and another person, can you discuss it without getting angry?	_____	_____	_____
20. Are you satisfied with the way you settle your differences with others?	_____	_____	_____
21. Do you pout and sulk for a long time when someone upsets you?	_____	_____	_____
22. Do you become very uneasy when someone pays you a compliment?	_____	_____	_____

	Yes (usually)	No (seldom)	Some- times
23. Generally, are you able to trust other individuals?	_____	_____	_____
24. Do you find it difficult to compliment and praise others?	_____	_____	_____
25. Do you deliberately try to conceal your faults from others?	_____	_____	_____
26. Do you help others to understand you by saying how you think, feel, and believe?	_____	_____	_____
27. Is it difficult for you to confide in people?	_____	_____	_____
28. Do you have a tendency to change the subject when your feelings enter into a discussion?	_____	_____	_____
29. In conversation, do you let the other person finish talking before reacting to what he says?	_____	_____	_____
30. Do you find yourself not paying attention while in conversation with others?	_____	_____	_____
31. Do you ever try to listen for meaning when someone is talking?	_____	_____	_____
32. Do others seem to be listening when you are talking?	_____	_____	_____
33. In a discussion is it difficult for you to see things from the other person's point of view?	_____	_____	_____
34. Do you pretend you are listening to others when actually you are not?	_____	_____	_____
35. In conversation, can you tell the difference between what a person is saying and what he may be feeling?	_____	_____	_____
36. While speaking, are you aware of how others are reacting to what you are saying?	_____	_____	_____
37. Do you feel that other people wish you were a different kind of person?	_____	_____	_____
38. Do other people understand your feelings?	_____	_____	_____
39. Do others remark that you always seem to think you are right?	_____	_____	_____
40. Do you admit that you are wrong when you know that you are wrong about something?	_____	_____	_____

Total Score

INTERPERSONAL COMMUNICATION INVENTORY SCORING KEY AND NORMS

Instructions: Look at how you responded to each item in the ICI. In front of the item write the appropriate weight from the table on this page. For example, if you answered "Yes" to item 1, you would find below that you get three points; write the number 3 in front of item 1 in the inventory and proceed to score item 2. When you have finished scoring each of the forty items, add up your total score. You may wish to compare your score to the norms listed below.

	Yes	No	Sometimes		Yes	No	Sometimes
1.	3	0	2	21.	0	3	1
2.	3	0	2	22.	0	3	1
3.	0	3	1	23.	3	0	2
4.	0	3	1	24.	0	3	1
5.	3	0	2	25.	0	3	1
6.	0	3	1	26.	3	0	2
7.	3	0	2	27.	0	3	1
8.	0	3	1	28.	0	3	1
9.	3	0	2	29.	3	0	2
10.	0	3	1	30.	0	3	1
11.	3	0	2	31.	3	0	2
12.	3	0	2	32.	3	0	2
13.	0	3	1	33.	0	3	1
14.	3	0	2	34.	0	3	1
15.	3	0	2	35.	3	0	2
16.	0	3	1	36.	3	0	2
17.	0	3	1	37.	0	3	1
18.	0	3	1	38.	3	0	2
19.	3	0	2	39.	0	3	1
20.	3	0	2	40.	3	0	2

Means and Standard Deviations for the ICI

Age Groups	Males		Females	
17-21	Mean	81.79	Mean	81.48
	S.D.	21.56	S.D.	20.06
	N.	53	N.	80
22-25	Mean	86.03	Mean	94.46
	S.D.	14.74	S.D.	11.58
	N.	38	N.	28
26 and up	Mean	90.73	Mean	86.93
	S.D.	19.50	S.D.	15.94
	N.	56	N.	45
All Age Groups	Mean	86.39	Mean	85.34
by Sex	S.D.	19.46	S.D.	18.22
	N.	147	N.	151
All Age Groups; Males and Females Combined			Mean	85.93
			S.D.	19.05
			N.	298

Steps:

1. Provide input on communication by involving participants in a discussion of the meaning and need for effective communication in cooperative effort and group enterprise. The trainer should bring out the following points:
 - a. Communication may be considered in terms of the content--the message sent.
 - b. Communication may be considered in terms of direction. It may be 1-way ($A \rightarrow B$). It may be 2-way ($A \leftrightarrow B$) or it may be a network ($A \rightarrow B \rightarrow C \rightarrow A$).
 - c. Communication may be considered in terms of intensity of sound or sound interference.

Distribute Handout 1, Communication. Allow a few minutes for scanning and comment.

2. Select a communicator and 2 observers. (The person selected as communicator should be articulate and should speak clearly and distinctly.)

Distribute Handout 2, Instructions for Observers, to the 2 persons you have chosen. Ask one observer to watch the communicator. Ask the other observer to watch the participants.

Part 1: One-way communication. Give the communicator Handout 3, Communicator's Direction (Part 1). Allow him/her to study the drawing while you distribute Handout 4, Participants' Directions (Part 1).

3. Place the communicator behind a screen or portable blackboard or have the communicator sit with his/her back to the group. The communicator should be easily heard but not seen, except by his/her observer. If no screen is available, you may wish to have participants seat themselves and have the communicator stand behind them as he/she instructs. Situate observer #1 where he/she can see the facial expressions and physical reactions of the communicator; situate observer #2 where he/she can see, but not distract, the participants.
4. Give the signal to begin. Record starting time. Keep time. It may be necessary to caution the group again to ask no questions and to monitor the situation as well as the time. Record the time the communicator completes the directions.

5. Record the information necessary to complete the top portion of the Communications Exercise Record Sheet #1. Ask each participant to record the number of rectangles he/she thinks he/she has drawn correctly. Ask participants to keep their papers until Part 2 of the exercise is completed.
6. Part 2: Two-way communication. Give the communicator his/her copy of Handout 5, Communicator's Directions (Part 2). Give each observer a fresh copy of Handout 2. Distribute Handout 6, Participants' Directions (Part 2).
7. Position communicator in front of the group. Caution him/her to avoid facial cues and hand movements. Instruct observers to assume their positions. Begin exercise. Record beginning time. Record time the communicator completes the directions to the group.
8. Record the information necessary to complete the top portion of Communications Exercise Record Sheet #2. Ask group members to estimate the number of rectangles drawn correctly.
9. Distribute copies of Handout 3, Communicator's Directions (Part 1), to all participants to check accuracy of their first drawings. A correct rectangle touches 1 or 2 other rectangles at the matching location on the sides of the other rectangles. It should also be oriented vertically, horizontally or diagonally as on the communicator's page. Solicit from the group information to complete Record Sheet #1.
10. Distribute copies of Handout 5, Communicator's Directions (Part 2), to all participants to check accuracy of their second drawings. Complete Record Sheet #2. (Trainer may wish to have participants tally their estimated and actual scores on newsprint charts of the record sheets, prepared prior to the session.)
11. Share and compare the results in terms of time, accuracy and level of confidence.

Direct the observers to report. Encourage the communicator and group members to express their views, feelings, etc. regarding the 2 parts of the exercise. Allow time to discuss and generalize. The following points are usually brought out:

- a. In the 1-way communication exercise the task probably was accomplished more rapidly, to the satisfaction of the communicator and at the expense of those receiving the message. The results are less accurate. It is a

relatively pleasant experience for the communicator and a somewhat frustrating experience for the other group members. The level of confidence of the hearer is lower.

- b. In the 2-way communication exercise the task probably took considerably more time to accomplish. Its results are more accurate. It is a rather unpleasant and exasperating experience for the communicator and a much more pleasant experience for the other group members. The level of confidence is higher.
- 12. Discuss the implications of this exercise for group members who must communicate with a great many individuals and groups in connection with work assignments and project responsibilities.
- 13. Distribute Handout 7, One-Way and Two-Way Communication. Allow a few minutes for scanning and comments or questions.

Trainer

- Preparation:
- 1. Read the exercise and all handout materials.
 - 2. Prepare newsprint charts of Communications Exercise Record Sheets #1 and #2 for Step 10 (optional).
 - 3. Assemble all handout materials and pencils for participants.

Materials:

- 1. Handout 1, Communication (for all participants)
- 2. Handout 2, Instructions for Observers (for observers only, 2 per observer)
- 3. Handouts 3 and 5, Communicator's Directions (for all participants)
- 4. Handouts 4 and 6, Participants' Directions (for all participants)
- 5. Handout 7, One-Way and Two-Way Communication (for all participants)
- 6. Newsprint chart for Step 10 (optional)

Communications Exercise Record Sheet #1:
One-Way Communication

ENDING TIME	_____	Minutes	_____	Seconds
BEGINNING TIME	_____	Minutes	_____	Seconds
LAPSED TIME	_____	Minutes	_____	Seconds

NUMBER OF PERSONS WHO
ESTIMATED THEY DREW:

4 FIGURES CORRECTLY	_____
3 " "	_____
2 " "	_____
1 " "	_____
0 " "	_____

NUMBER OF PERSONS
WHO ACTUALLY DID DRAW:

4 FIGURES CORRECTLY	_____
3 " "	_____
2 " "	_____
1 " "	_____
0 " "	_____

NUMBER OF GROUP MEMBERS WHO DREW FIGURES APPROXIMATELY THE SAME SIZE
AND SHAPE AS THE EXAMPLE DESCRIBED _____.

NUMBER OF PERSONS WHO POSITIONED THEIR DRAWING ON THE PAPER IN APPROXI-
MATELY THE SAME PLACE AS THE EXAMPLE DESCRIBED _____.

Communications Exercise Record Sheet #2:
Two-Way Communication

ENDING TIME	_____	Minutes	_____	Seconds
BEGINNING TIME	_____	Minutes	_____	Seconds
LAPSED TIME	_____	Minutes	_____	Seconds

NUMBER OF PERSONS WHO
ESTIMATED THEY DREW:

4 FIGURES CORRECTLY	_____
3 " "	_____
2 " "	_____
1 " "	_____
0 " "	_____

NUMBER OF PERSONS
WHO ACTUALLY DID DRAW:

4 FIGURES CORRECTLY	_____
3 " "	_____
2 " "	_____
1 " "	_____
0 " "	_____

NUMBER OF GROUP MEMBERS WHO DREW FIGURES APPROXIMATELY THE SAME SIZE
AND SHAPE AS THE EXAMPLE DESCRIBED _____.

NUMBER OF PERSONS WHO POSITIONED THEIR DRAWING ON THE PAPER IN APPROXI-
MATELY THE SAME PLACE AS THE EXAMPLE DESCRIBED _____.

Handout 1
Communication

Communication is the process by which the condition (ideas, feelings, attitudes, etc.) of someone is understood by another person. It is a process of transmission: someone creates a message that is received and interpreted by another person.

The communicator begins by having an idea or condition of his/her own that he/she wishes to transmit. In verbal communication, the communicator attempts to formulate this condition into words--our medium of verbal expression. The communicator chooses the words that seem to best represent his/her idea or condition. These words are then expressed by making the noises that represent these words (the communicator says them).

The receiver hears the noises, translates them into words, attributes to them the meanings they have for him/her and then gets the idea that these words represent to him/her.

Communication is accurate to the extent that the idea that has been created in the receiver is like the idea that was in the communicator.

There are many ways in which communication can break down. If the communicator does not know, with accuracy, what his/her own idea is, he/she will not be able to formulate it into appropriate words. If the communicator is not aware of his/her own conditions, he/she will have difficulty communicating the condition consciously. So the first breakdown consists of confusion about what the communicator wishes to say.

The second breakdown occurs when the communicator has difficulty choosing the words to represent accurately what he/she wants to say. The communicator may lack accurate words for the condition or may forget to be precise in his/her choice of words.

The third breakdown occurs when the communicator does not make accurate noises to represent the words (he/she doesn't enunciate clearly). Or the receiver may not hear the communicator well because of his/her own inattention or noise interference in the environment.

The fourth breakdown occurs when the words used by the communicator have different meanings for the receiver. In choosing words, therefore, it is very important for the communicator to select words that will not only accurately represent his/her meaning, but also be understood by the receiver.

The communication process at best runs into the difficulties listed above. In everyday communication, other problems may occur. The emotional condition of the receiver or the communicator affect how the message is received or sent. Feelings tend to distort the accuracy of communication, either by mutilating the accuracy of the transmission or by distorting the hearing of the receiver.

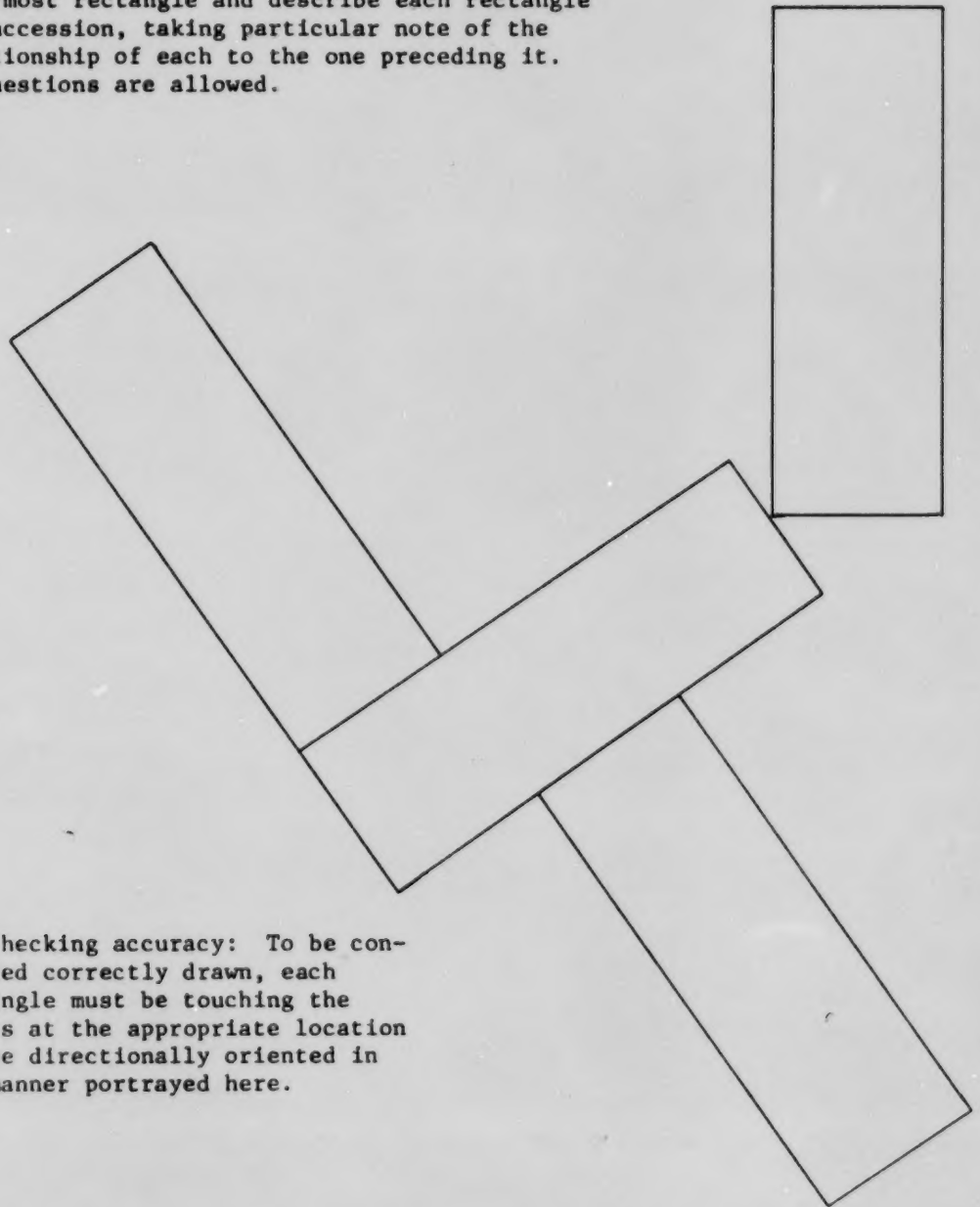
Clarification of communication is essential because it is through communication processes that the work of a group gets accomplished. Without communication, people cannot work together.

Handout 2
Instructions for Observers (Used by Observers Only)

As you observe your assigned person(s), be alert to facial expressions, body movements and signs of confusion, frustration, etc. Jot down notes to help you recall specific examples to report to the total group at the end of the second portion of this exercise.

Handout 3
Communicator's Directions
Part 1: One-Way Communication

INSTRUCTIONS: For 2 minutes study the figures drawn on this sheet. You will tell the members of the group how to draw them. Begin with the uppermost rectangle and describe each rectangle in succession, taking particular note of the relationship of each to the one preceding it. No questions are allowed.



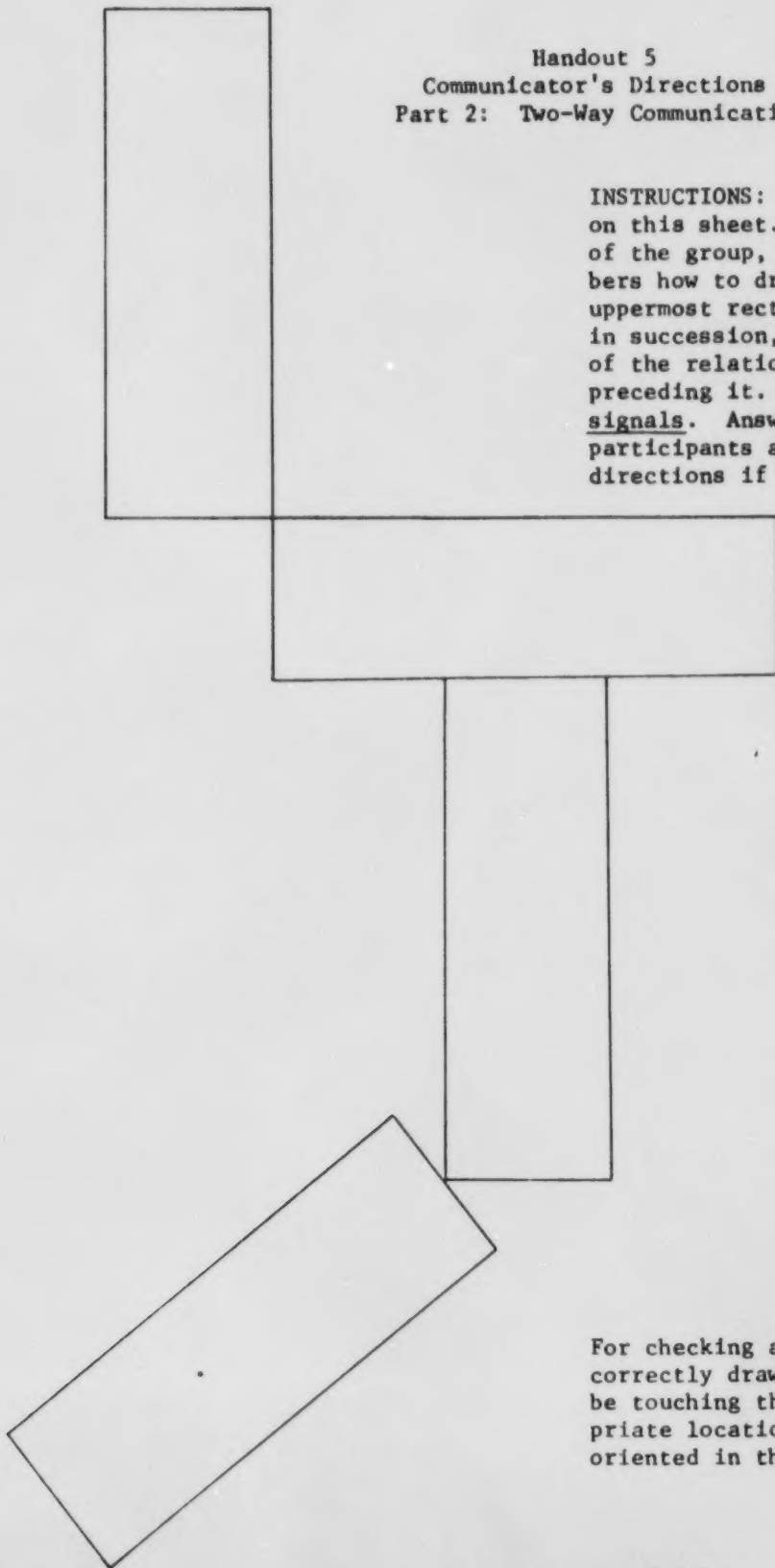
For checking accuracy: To be considered correctly drawn, each rectangle must be touching the others at the appropriate location and be directionally oriented in the manner portrayed here.

Handout 4
Participants' Directions
Part 1: One-Way Communication

The communicator will describe a drawing to you. You are to listen carefully to his/her instructions and draw what he/she describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the communicator and you are not to ask questions or offer suggestions to each other. Each person is to work independently on this exercise.

Handout 5
Communicator's Directions
Part 2: Two-Way Communication

INSTRUCTIONS: Study the figures drawn on this sheet. Facing and in full view of the group, you are to tell the members how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relationship of each to the one preceding it. You are to make no hand signals. Answer all questions from participants and repeat and amplify directions if necessary.



For checking accuracy: To be considered correctly drawn, each rectangle must be touching the others at the appropriate location and be directionally oriented in the manner portrayed here.

Handout 6
Participants' Directions
Part 2: Two-Way Communication

The communicator will again describe a drawing to you. This time he/she will be in full view and you may ask questions, break in at any time for clarification and ask that portions of the directions be repeated. The communicator may not make any hand signals. You will be timed, but there is no time limit. Work as rapidly and accurately as you can.

Handout 7
One-Way and Two-Way Communication

We are all accustomed to 1-way and 2-way communication, both of which we use every day. However, you may not have given much thought to the processes involved in 1-way and in 2-way communication or to the consequences of using these ways of communicating.

One-way communication is the process you use when you are giving orders, instructions, a lecture, etc. It is a process in which one person is the communicator and the other person is the listener. The communicator carefully organizes his/her thoughts, decides how to communicate his/her ideas and then communicates them. The listener attempts to concentrate on the job of listening, seeking to understand clearly what the communicator is saying and what the implications of his/her comments are. As you grew up, you had many experiences with 1-way communication: at home, where your parents may have communicated primarily in a 1-way fashion; at church, where the Sunday School teacher may have instructed in a 1-way mode and the minister or priest may have preached in a 1-way communication mode; at school, where most teachers instruct in a 1-way style; and in numerous other instances common to our society.

Two-way communication is the process used when two persons are seeking to understand each other, when they both want to communicate and to listen carefully. It is a process in which each person involved is both a communicator and a listener. As you grew up, you had many experiences with 2-way communication, though perhaps fewer than with 1-way communication. You may have engaged in meaningful 2-way communication with your parents, with a brother or sister and with a close friend. You may currently have 2-way communication patterns with teachers, students, supervisors, subordinates and colleagues. What distinguishes these patterns is the back-and-forth flow of attitudes and feelings within a climate of mutual understanding.

The 1-way, 2-way communication exercise is intended to highlight the process of communication and some of the consequences of utilizing these distinct patterns. One-way is usually faster than two-way--more ideas can be covered in the same or shorter time. Two-way is usually more accurate than one-way--listeners have an opportunity to check their understanding of the communicator's message and clear up questions and confusion. One-way is usually more satisfying to the communicator than two-way, but two-way is usually more satisfying to the listeners than one-way.

Whether the emphasis in a specific communicative act should be 1-way or 2-way depends on the purposes of the communication, on the relationship of the parties involved to each other and on the consequences or effects desired. There are times when 1-way is preferred and times when 2-way is preferred. Regardless of the emphasis utilized, it is useful to provide for feedback and other data to test the success of these communication patterns.

EXERCISE: "RUMOR CLINIC"

(cont'd)

7. A third volunteer returns, and the second repeats what he heard from the first. The process is repeated until all volunteers but the sixth have had the message transmitted to them.
8. The sixth volunteer returns to the room. He is told that he is to assume the role of the Principal. The fifth participant repeats the message to the Principal. Afterwards, the Principal writes the message on newsprint so the group can read it.
9. The trainer then posts the original message (previously prepared on newsprint) so it can be compared with the Principal's version.
10. Observers are asked to report their notes. Volunteers discuss their experiences. The trainer leads a discussion with the entire group on implications of the Rumor Clinic.

Trainers Preparation:

1. Read the exercise procedures and the handouts.
2. Prepare "Rumor Clinic" message on newsprint.
3. Assemble all handouts and materials:
 - a. Handout: Rumor Clinic Observation Form
 - b. Newsprint, Felt-tip marker, masking tape

"Rumor Clinic" Observation Form

Joan Black and Susan White were caught passing paper to each other during their math test. Mrs. Johnson assumed they were cheating and asked both girls to bring up their papers to her desk. Joan Black refused. She said she was not cheating. Since she was an "A" student Mrs. Johnson tended to believe her. When she examined both of the girls' papers, she saw that their answers were similar. She realized Susan White had cheated and gave her a failing grade on the test.

Volunteer	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6			

EXERCISE: SPEAKING PRECISELY & LISTENING CAREFULLY

40 Minutes

Note to trainers: In order for this exercise to have the effect intended, the skill trainer must insist that the monitors be active in enforcing the paraphrasing ground rules.

Be sure to explain that this exercise is a contrivance. Its effectiveness depends on the group's understanding that: (1) the ground rules and opposing rules make this exercise artificial and (2) aggressiveness by the skills trainer is necessary for careful monitoring.

Purpose: To sharpen listening and speaking skills. To identify forces that hinder effective communication. To contrast process in small groups with large groups.

Setting: Room large enough for triads to be seated apart to avoid noise interference.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Listening	Experimenting with own behavior	Communication	
Saying			
Paraphrasing			

EXERCISE: SPEAKING PRECISELY & LISTENING CAREFULLY

(cont'd)

Steps:

Directions:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Present overview of exercise

2. Demonstrate the process

3. Give ground rules | <ol style="list-style-type: none">1. Ask participants to think of examples of problems that make it difficult to understand each other in conversation. List examples such as the following on newsprint:<ol style="list-style-type: none">a. Inaccurate expressionb. Not talking about the same thingc. Not listeningd. Crowding too much into one statement
2. Select two group members to demonstrate the process. Seat them facing each other. Have them select a discussion topic from Handout #2 about which they have a strong opinion. Ask them to take opposing sides of the issue. Allow the conversation to begin.
3. Interrupt the demonstration to post newsprint of ground rules. Review ground rules. Answer any questions. <p>Allow conversation to continue for 3 to 5 minutes, with the skills trainer serving as monitor to enforce ground rules. Take an active role as monitor remembering that you are setting the norm for trio meetings.</p> |
|---|---|

Distribute Handout #1: Paraphrasing.

EXERCISE: SPEAKING PRECISELY & LISTENING CAREFULLY

(cont'd)

Steps:

4. Form trios

5. Summarize experience

Directions:

4. Form trios. Two members are to engage in a 5 minute discussion while the third serves as monitor and reviews newsprint of ground rules. The monitors' functions are:

a. Make certain the paraphrase is to speaker's satisfaction

b. keep time

Roles should be switched at the end of each 5 minute period until there have been 3 conversations and all 3 trio members have served as monitors.

5. The skills trainer distributes copies of the listening triads Questions for Discussion sheet (Handout #3), and triads discuss their process. Then generalizations about barriers to effective listening are elicited from entire group.

Trainer Preparation:

1. Read the exercise procedures and the handouts.
2. Read paper on "Defensive Communication."
3. Prepare ground rules on newsprint, ground rules for Paraphrasing exercise.
 - (a) First person speaks
 - (b) The next speaker must -before making his/her own contribution- restate or rephrase the essential meaning of the first speaker's comment to indicate that he/she has understood.

(next page)

EXERCISE: SPEAKING PRECISELY & LISTENING CAREFULLY

(cont'd)

Trainer Preparation:

3.
 - (c) This person must seek agreement from the first speaker that his/her restatement is correct and accurate.
 - (d) If the rephrasing is not accurate, the first speaker must restate his/her point until it is understood; then the second person may make his/her own contribution.
 - (e) The monitor in each group should actively enforce the ground rules.
4. Assemble all handouts and materials:
 - (1) Handout #1: Paraphrasing.
 - (2) Handout #2: Topics for Discussion.
 - (3) Handout #3: Listening Triads' Questions.
 - (4) Newsprint chart of ground rules.
 - (5) Newsprint, Felt-tip markers, masking tape.

Handout #1

Paraphrase of Ideas

A paraphrase is a restatement, in different words, of what a person expresses. It functions to demonstrate a person's attentiveness and to check out a person's understanding of another person's statement. Paraphrases are interchangeable with the speaker's statement; nothing substantial is added or subtracted from the message.

Paraphrases of ideas repeats in our words the concepts, values and intellectual meaning of another person's statement. Such paraphrases overlook the feeling and non-verbal message.

Criteria for Paraphrasing

- Restating relevant ideas.
- Restating in different words; not parroting.
- Focus on concepts, values and intellectual meaning.
- No substituting or additions to content.

Handout #2

Listening Triads' Topics for Discussion

Each speaker chooses one topic:

1. Capital Punishment
2. Prison Reform.
3. Drug Use & Abuse
4. Women's Liberation
5. Desegregation
6. Interracial Marriage
7. Premarital & Extramarital Sex
8. Divorce
9. Homosexuality
10. Capitalism
11. Communism
12. Youth Gangs

Handout #3

Listening Triads' Questions for Discussion

1. What difficulties did you experience in each of the roles -- speaking, listening and monitor?
2. What barriers to effective listening emerged during exercise?
3. What did you learn about the effectiveness of your self expression?
4. What applications might you make of this paraphrasing technique?

DEFENSIVE COMMUNICATION¹

By Jack R. Gibb, Consulting Psychologist,
Newark, Delaware

One way to understand communication is to view it as a people process rather than as a language process. If people are to make fundamental improvements in communication, they must make changes in interpersonal relationships. One possible type of alteration--and the one with which this paper is concerned--is that of reducing the degree of defensiveness.

Defensive behavior is defined as that behavior which occurs when individuals perceive a threat or anticipate a threat in the group. People who behave defensively, even though they also give some attention to the common task, devote an appreciable portion of their energy to defending themselves. Besides talking about the topic, they think about how they appear to others; how they may be seen more favorably; how they may win, dominate, impress or escape punishment; and how they may avoid or mitigate a perceived or anticipated attack.

Such inner feelings and outward actions tend to create similarly defensive postures in others; if unchecked, the ensuing circular response becomes increasingly destructive. Defensive behavior, in short, engenders defensive listening, which in turn produces postural, facial and verbal cues that raise the defense level of the original communicator.

Defense arousal prevents listeners from concentrating upon the message. A defensive speaker sends off multiple value, motive and affect cues, and defensive listeners distort what they receive. As people become more and more defensive, they become less and less able to perceive accurately the motives, the values and emotions of the speaker. My analysis of tape recorded discussions has revealed that increases in defensive behavior are correlated positively with losses in efficiency in communication.² Specifically, distortions become greater when defensive states exist in groups.

Moreover, the converse is true. The more supportive the climate, the less listeners read into the communication distorted loadings which arise from projections of their own anxieties, motives and concerns. As defenses are reduced, listeners become better able to concentrate upon the structure, content and cognitive meanings of the message.

¹ Reprinted by permission from *The Journal of Communication*, 11:141-148, September 1961.

² Gibb, J. R., "Defense Level and Influence Potential in Small Groups," in Petrullo, L., and Bass, B. M., Editors, *Leadership and Interpersonal Behavior*, Holt, Rinehart and Winston, New York, 1961, pp. 66-81.

In working over an eight-year period with recordings of discussions occurring in varied settings, I have developed the six pairs of defensive and supportive categories presented below. Behaviors that listeners perceive as possessing any of the characteristics listed in the left-hand column arouse defensiveness, whereas those which they interpret as having any of the qualities listed in the right-hand column reduce defensive feelings. The degree to which these reactions occur depends upon personal levels of defensiveness and upon the general climate in the group.¹

<u>Defensive Climates</u>	<u>Supportive Climates</u>
1. Evaluation	1. Description
2. Control	2. Problem Orientation
3. Strategy	3. Spontaneity
4. Neutrality	4. Empathy
5. Superiority	5. Equality
6. Certainty	6. Provisionalism

Speech or other behaviors that appear evaluative increase defensiveness. If by expression, manner of speech, tone of voice or verbal content a speaker seems to be evaluating or judging those listening, the listeners will react defensively. Of course, other factors may inhibit the reaction. If listeners think a speaker regards them as equals and is being open and spontaneous, the evaluative nature of a message might be neutralized or perhaps not even perceived. This principle applies equally to the other five categories of potentially defense-producing climates. The six sets are interactive.

Because our attitudes toward others are frequently, and often necessarily, evaluative, expressions which defensive people will regard as nonjudgmental are hard to frame. Even the simplest questions usually convey the answers the speaker wishes or imply the response that would fit into his/her value system. A mother, for example, immediately after an earth tremor shook the house sought her small son, calling, "Bobby, where are you?" His timid and plaintive "Mommy, I didn't do it," indicated Bobby's chronic mild defensiveness, which predisposed him to react with a projection of his own guilt and an assumption of accusation by his mother.

People who have attempted to train professionals to use information-seeking speech with neutral affect can appreciate how difficult it is to teach a person to ask even simple "Who did that?" questions without being seen as accusing. Speech is so frequently judgmental that there is a reality base for the defensive interpretations which are so common.

¹Gibb, J. R., "Sociopsychological Processes of Group Instruction," in Henry, N. B., Editor, *The Dynamics of Instructional Groups*, Fifty-ninth Yearbook, Part II, National Society for the Study of Education, 1960, pp. 115-135.

Insecure group members are particularly likely to place blame, to put others into categories of good or bad, to make moral judgments about colleagues and to question the value motives and affect loadings of speeches they hear. Since value loadings imply a judgment of others, a belief that the standards of the speaker differ from their own causes the listeners to become defensive.

Descriptive speech, unlike evaluative speech, tends to arouse a minimum of unease. Speech actions that listeners perceive as genuine requests for information or as material with neutral loadings are descriptive. Specifically, presentations of feelings, events, perceptions or processes which do not ask listeners to change their behavior or attitudes are minimally defense-producing. The difficulty in avoiding overtones is illustrated by the problems news reporters have in writing stories about unions, communists, blacks and religious activities without tipping off the editorial policy of the newspaper. You can often tell from the opening words in a news article which side the newspaper's editorial policy favors.

Speech used to control listeners evokes resistance. In most social intercourse, someone tries to do something to someone else (to change an attitude, influence behavior or restrict the field of activity). The degree to which attempts to control produce defensiveness depends upon the openness of the effort because a suspicion that hidden motives exist heightens resistance. Consequently, attempts by nondirective therapists and progressive educators to refrain from imposing a set of values, a point of view or a problem solution upon listeners meet with many barriers. Since the norm is control, noncontrollers must foster the perception that their efforts have no hidden motives. A bombardment of persuasive messages in politics, education, special causes, advertising, religion, medicine, industrial relations and guidance counseling has bred cynical and paranoid responses in listeners.

Implicit in all attempts to alter people is the assumption by the change agent that the people to be altered are inadequate. That the speaker secretly views the listener as ignorant, unable to make his/her own decisions, uninformed, immature or unwise is a subconscious perception which gives the listener a valid base for defensive reactions.

Methods of control are many and varied. Legalistic insistence on detail, restrictive regulations, conformity norms and laws are among the methods often used. Gestures, facial expressions and other forms of nonverbal communication are means people use to impose their will upon others and hence these are potential sources of resistance.

Problem orientation, on the other hand, is the antithesis of persuasion. When the speaker communicates a desire to collaborate in defining a mutual problem and in seeking its solution, he/she tends to create the same problem orientation in the listeners. The speaker implies that he/she has no predetermined solution, attitude or method to impose. Such behavior is permissive in that it allows listeners to set their own goals, make their own decisions and evaluate their own progress. The exact methods of attaining permissiveness are not known, but they must involve a constellation of cues and they certainly go beyond mere verbal assurances that the speaker has no hidden desire to exercise control.

When the speaker is perceived as engaged in a stratagem involving ambiguous and multiple motives, listeners become defensive. No one wishes to be a guinea pig or to be the victim of a hidden motive. Concealed motives may appear larger than they really are if the degree of defensiveness in the listeners is great. The intense reactions of readers to material in the *Hidden Persuaders* indicates the prevalence of defensive reactions to multiple motives. Group members who are seen as playing a part feigning emotion, toying with colleagues, withholding information or having special information sources are especially resented. A participant once complained that another participant was "using a listening technique" on him.

A large part of adverse reactions in the so-called human relations training is a feeling against methods that are perceived as gimmicks and tricks to fool or "involve" people--to make people think they are making their own decisions or to make them feel that the speaker is genuinely interested in them. Particularly violent reactions occur when it appears that the speaker is trying to make a stratagem appear spontaneous. One participant spoke of a boss who incurred resentment by habitually using the gimmick of "spontaneously" looking at her watch and saying, "My gosh, look at the time. I must run to an appointment." The participant believed the boss would create less irritation by honestly asking to be excused.

Similarly, a deliberate assumption of guilelessness and natural simplicity is especially resented. Monitoring of the tapes of feedback and evaluation sessions in training groups has indicated the surprising extent to which members perceive the strategies of their colleagues. This perceptual clarity may be quite shocking to strategists who feel they have cleverly hidden the "gimmick."

An aversion to deceit may account for people's resistance to politicians who are suspected of behind-the-scenes planning to get votes; to psychologists whose listening apparently is motivated by more than the manifest or content-level interest in their patients' behavior; or to the sophisticated, smooth or clever person whose "oneupmanship" is marked by guile. In training groups role-flexible people are frequently resented because their behavior changes are seen as strategic maneuvers.

In contrast, behavior that appears spontaneous and free of deception reduces defensiveness. If the speaker is seen as having a clean id, as having noncomplicated motives, as being straightforward and honest and as behaving spontaneously, he/she is likely to arouse minimal defensiveness.

When neutrality in speech is seen as a lack of concern for their welfare, listeners become defensive. Group members usually want to be seen as valued persons and as objects of concern and affection. The clinical, detached "people are objects to be studied" attitude of many psychologist-trainers is resented by group members. Speech with low affect that communicates little warmth or caring is in such contrast to the affect-laden speech of social situations that it sometimes communicates rejection.

If the speaker is genuinely searching for information and data, he/she does not resent help or company along the way.

Conclusion

The implications of these ideas for parents, teachers, managers, administrators and therapists are fairly obvious. Arousing defensiveness interferes with communication and thus makes it difficult (if not impossible) for the speaker to convey ideas clearly and to move effectively toward solution of problems.

CLARIFYING COMMUNICATIONS

Types of Communication

One-Way: is a discrete event, initiated at one point by the source (speaker) and terminated at the second point by the receiver (listener). No provision is made for direct communication from the receiver back to the source in response to the message.

Directive (one-way with feedback): takes place face to face; both participants speak in a fashion that may, on the surface, appear to be two-way communication. However, the feedback given by the receiver is only a means of assuring the source that the receiver understands the message.

Transactional (two-way): is a reciprocal process; each participant initiates messages and each attempts to understand the other. During transactional communication, each individual involved can be designated as source or receiver only temporarily; these roles rapidly shift back and forth as communication takes place.

Skills to Increase Clarity of Communication

Human relationships and communication are completely interdependent; improve one and you will also improve the other. Attempts to improve communication must stem from a desire to improve inter-personal relationships and to achieve mutual understanding.

Communication skills are neither new or unique; many people use them spontaneously when interacting with others. The apparent simplicity of these skills is deceptive. Becoming aware of communication skills is not likely to improve one's ability to communicate — the key to success is learning and practicing the skills. The LEM trainer should reinforce their use at every opportunity in the workshop.

Paraphrasing: is a way of checking with another person to be sure that you understand his idea or suggestion as it was intended. Any means of revealing your understanding of the other person's comment constitutes a paraphrase. The objective is to provide information to the other person so that he can determine whether you understand his message as he intends it.

Paraphrasing has potential for increasing the accuracy of communication because it allows the speaker to assess the listener's understanding. If the speaker thinks there is a misunderstanding, he can provide additional information to clarify the meaning. In addition, paraphrasing allows the listener to convey his interest in the other person. Thus paraphrasing serves to enhance inter-personal relations as well as clarity of communication.

Perception Checking: complements paraphrasing in that it focuses on the affective aspects of a message rather than on ideas. To check your perception of the other's feelings, you describe what you perceive to be the speaker's feelings. This description should identify the others' feelings without expressing approval or disapproval of the feelings and without attempting to interpret or explain the causes of the feelings.

Describing One's Own Feelings: helps others to understand how you feel so that they can respond to you with greater efficiency. Although feelings get expressed in many different ways, people usually make no attempt to describe or identify directly the feelings themselves. There are strong norms in our culture against expressing emotions openly and also against acknowledging that you perceive the other to be experiencing emotion. Describing feelings is the most difficult of the communications skills presented. The aim in describing your feelings is to provide the other with accurate information about your emotional state. It should not be an effort to coerce the other into changing annoying actions so that you will not feel as you do.

Describing Behavior: is describing the specific, observable behavior of another person without evaluating him and without making inferences about his motives, attitudes, or personality.

Taking a Survey: in taking a survey, an individual poses a decision; one or two people clarify it by paraphrasing. Then everyone in the group states his reaction to the proposal. Each person is as brief as possible.

Summary of Basic Communication Skills for Improving Interpersonal Relationships

1. Paraphrase: Stating in your own way what the other's remark conveys to you.

Examples:

"Is this ... (statement) ... an accurate understanding of your idea?"
"Would this be an example of the point you made?" (followed by a statement of a specific example).

2. Behavior description: Reporting specific, observable actions of others without making accusations or generalizations about their motives, personality, or character traits.

Examples:

"That's the third time you have said you agreed with a statement of mine and then added 'but' and expressed agreement with the opposite."
"Jim and Harry have done nearly all the talking and the rest of us have said very little."

3. Description of feelings: Specifying or identifying feelings by name, simile, figure of speech, or action urge.

- a. Describing your own feelings: Reporting your own inner state as explicitly as you can, making sure the statement indicates your real feelings.

Examples:

"I feel
... embarrassed." (naming)
... like a tiny frog in a huge pond." (simile)
... like hugging you." (action urge)
... as if I just swallowed a bushel of spring sunshine." (figure of speech)
"I'm very fond of you. I care about you." (naming)

- b. Perception check: Describing what you perceive to be the other's inner state in order to check whether you understand what he feels.

Examples:

"You look as if you felt hurt by my comment. Did you?"
"I get the impression you'd like to change the subject. Is that accurate?"
"You seem to be feeling more at home now."

To understand the other as a person . . .

1. Check to make sure that you understand his ideas, information, and suggestions as he intended them. (Skill: paraphrase.)
2. Check to make sure that you accurately understand what he feels; his inner state. (Skill: perception check.)

To help others understand you as a person . . .

1. Describe what others did that affects you personally or as a group member. (Skill: behavior description.)
2. Let others know as clearly and unambiguously as possible what you are feeling. (Skill: description of your own feelings.)

D. DECISION-MAKING

1. The concept of Consensus
2. Exercise: Decision-making by Consensus (Version B)
(6 Handouts)

-
3. Reading: Improving Decision Making in Groups
 4. Reading: The Effective Problem-Solving Group

CONSENSUS

1. Group members should avoid arguing in order to win as individuals. What is "right" is the best collective judgment of the group as a whole.
2. Conflict on ideas, solutions, predictions, etc., should be viewed as helpful rather than as a hindrance in process of seeking consensus.
3. Problems are solved best when individual group members accept responsibility for both hearing and being heard, so that everyone is included in what is decided.
4. Avoid changing your mind only in order to reach agreement and avoid conflict. Member should only support solutions with which he/she is able to agree somewhat at least.
5. Tension-reducing behaviors can be useful so long as meaningful conflict is not "smoothed over" prematurely.
6. The best results flow from a fusion of information, logic and emotion. Value judgments about what is best include members' feelings about the data and the process of decision-making.
7. Consensus is not averaging -- majority rule voting -- or horse-trading.

EXERCISE : DECISION MAKING BY CONSENSUS

Version B (Black Grievance)

2½ Hours

Note to Trainers: There are 2 versions of this exercise. The differences are only in the handouts--task content. Instructions for the exercise are the same for both versions. The content of each version tends to generate different emotional sets for participants. Both tasks are suitable for achieving exercise objectives.

Purpose: To demonstrate utilization of individual resources within the group. To study effectiveness of group problem solving. To demonstrate need for cooperation in group problem solving. To analyze leadership problems in a task-oriented group. To sharpen observation skills. To compare decision making by consensus with individual decision making.

Setting: Can be used early in a workshop. Space for groups of 6 to 9 to work and talk without excessive noise pressure from other groups working on the same task.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness	Trust	Influence Productivity	Communication Individual differences

Steps

1. Introduce exercise; complete Column A, Handout 1
2. Form groups; distribute Handout 1, Handout 2, and Handout 3

3. Score ranking sheets

4. Collect ranking sheets

Directions

1. Introduce exercise by presenting purposes and distributing Handout 1. Ask all participants to complete Column A individually.
2. Form groups of 8 to 11 persons, designating 1 person in each group to serve as observer.
 - a. Distribute Handout 2, Decision by Consensus, to all group members.
 - b. Give Handout 3 to observer only.
 - c. Give each group another copy of Handout 1. They are to record their group ranking in Column A.
 - d. Ask participants to read Handout 2 carefully and, as a group, to rank-order the items on the group copy of Handout 1.

3. After the group has reached consensus, have them give their group ranking sheet to the observer. Ask the observer to score it for the group, following the same instructions given for individual scoring.

Tell participants to record the correct order in Column B of their individual copies as you dictate it. Read the correct order from Handout 4.

Instruct them to compute their scores by finding the difference between Columns A and B and recording it in Column C.

4. Ask individuals to write their names on their ranking sheets (Handout 1) and to clearly identify each group's ranking sheet. Tell them to return their copies of Handout 1 to you.

Steps

5. Use Handout 5 to examine self-perception

6. Determine composite scores

7. Hold general group discussion

8. Distribute Handout 4

Directions

5. Distribute Handout 5, Self-Assessment Graph. Form trios and/or pairs within the groups and instruct participants to do the following tasks:

- a. Individually fill in the self-assessment graph
- b. Share your self-ratings with each other, compare differences and discuss perceptions
- c. Write on newsprint a list of forces that block and forces that facilitate reaching consensus on a task
- d. Post lists of forces on wall

Ask the observers to meet in another room to prepare their report for the general discussion.

6. While trios are at work, record the ranking error scores from each individual and group on the newsprint scoring sheet. Average the total group error score to arrive at a group composite score. Give each group its composite score.

7. Conduct total group discussion. Distribute Handout 6, Modes of Group Decision Making. Allow a few minutes for scanning. Focus discussion on key ideas, using the composite scores and the observer reports.

Using data from trio lists and points raised earlier, conclude the discussion with the question, "What ideas for improved organization work can we derive from this exercise?"

Ask 1 or 2 participants to help capture the ideas by listing them on newsprint as the discussion progresses

8. Make copies of the answer key on Handout 4 available to those who want one.

Trainer

- Preparation:
1. Read exercise and all handouts carefully.
 2. Prepare 1 copy of the scoring sheet on newsprint for each group.
 3. Assemble all materials.

Materials:

1. Handout 1 for Version A, Decision-Making Exercise
Handout 1 for Version B, Grievances of Black Citizens
(1 PER PERSON PLUS 1 PER GROUP)
2. Handout 2, Decision by Consensus (Versions A and B)
3. Handout 3, Things to Observe in Consensus Task
(Versions A and B for OBSERVERS only)
4. Handout 4, Key: Decision-Making Exercise
(Versions A and B)

Not to be distributed before the end of Step 4
(preferably at the end of exercise)
5. Handout 5, Self-Assessment Graph (Versions A and B)
6. Handout 6, Modes of Group Decision Making
(Versions A and B)
7. Newsprint chart for use in Step 6
8. Newsprint, felt tip pens and masking tape

Scoring Sheet for Decision-Making Exercise: Version B

Note to Trainers: Prepare 1 copy on newsprint for each group. While participants work in trios, copy the individual and group scores on the newsprint chart.

Issue	Individual ranking error score												Group ranking error score
	1	2	3	4	5	6	7	8	9	10	11	12	
Inadequate education													
Disrespectful white attitudes													
Inadequate municipal services													
Discriminatory police practices													
Inadequate housing													
Inadequate welfare programs													
Poor recreational facilities													
Unemployment and underemployment													
Discriminatory administration of justice													
Inadequate federal programs													
Discriminatory consumer and credit practices													
Unresponsive political structure													

Group composite score _____

Handout 1 for Version B
Grievances of Black Citizens

During the fall of 1967, the research staff of the National Advisory Commission on Civil Disorders (the Kerner Commission) studied conditions in 20 cities that had experienced riots during 1967. The 20 were made up of 9 cities that had experienced major destruction, 6 New Jersey cities surrounding Newark and 5 cities that had experienced lesser degrees of violence.

In each city, staff members interviewed persons from the official sector (mayors, city officials, police officers, police officials, judges and others), the disorder area (residents and leaders of community groups) and the private sector (businessmen and labor and community leaders). Altogether, over 1200 persons were interviewed.

Using this material, the investigators identified and assigned weights to the 4 types of grievances that appeared to have the greatest significance to the black community in each city. For each city they made judgments about the severity of particular grievances and assigned a rank to the 4 most serious. These judgments were based on the frequency with which a particular grievance was mentioned, the relative intensity with which it was discussed, references to incidents exemplifying the grievance and estimates of severity (obtained from the interviewees themselves).

Four points were assigned to the most serious type of grievance in each city, three points to the second most serious, and so on through all four.

When the point values were added for all cities, a list of 12 grievance types emerged, rank-ordered. The grievance type that was considered the most serious in the most cities was number 1. The type that seemed generally least serious was number 12.

On the next page are the 12 grievance types reported by the Kerner Commission. You are to guess individually the way they were rank-ordered by the staff of the commission.

In Column A put a 1 beside the type of grievance you believe the staff judged black citizens to feel most seriously about from all 20 cities. Put a 2 beside the second most serious and pervasive, and so on down to a 12 beside the least widespread and least serious.

[illegible]

A	B	C	
---	---	---	<u>Inadequate education:</u> De facto segregation, poor quality of instruction and facilities, inadequate curriculum
---	---	---	<u>Disrespectful white attitudes:</u> Racism and lack of respect for dignity of Negroes
---	---	---	<u>Inadequate municipal services:</u> Inadequate sanitation and garbage removal, inadequate health care facilities
---	---	---	<u>Discriminatory police practices:</u> Physical or verbal abuse, no grievance channels, discrimination in hiring and promoting Negroes
---	---	---	<u>Inadequate housing:</u> Poor housing code enforcement, discrimination in sales and rentals, overcrowding
---	---	---	<u>Inadequate welfare programs:</u> Unfair qualification regulations, attitudes of welfare workers toward recipients
---	---	---	<u>Poor recreational facilities:</u> Inadequate parks and playgrounds, lack of organized programs
---	---	---	<u>Unemployment and underemployment:</u> Discrimination in hiring and placement by organizations or by unions, general lack of full-time jobs
---	---	---	<u>Discriminatory administration of justice:</u> Discriminatory treatment in the courts, presumption of guilt
---	---	---	<u>Inadequate federal programs:</u> Insufficient participation by the poor, lack of continuity, inadequate funding
---	---	---	<u>Discriminatory consumer and credit practices:</u> Negroes sold inferior quality goods at higher prices, excessive interest rates, fraudulent commercial practices
---	---	---	<u>Unresponsive political structure:</u> Inadequate representation of Negroes, lack of response to complaints, obscurity of official grievance channels

Handout 3 for Version B
Things to Observe in Consensus Task

The observer should take notes on what is taking place in the following categories:

1. Decision making: Does 1 person dominate? Do all members of the group seem willing to go along with the decisions being made? Has everyone contributed?
2. Communication: Is the whole group clear about what is being said? Are feelings being dealt with? Is there any attempt to help group members communicate better through behavior descriptions or perception checks? Do group members really listen to each other?
3. Norms: What are the norms of the group--what are people's expectations about the way to act in this group? Does everybody talk at once? Is there deference to authority figures? Is everyone very polite? What are the helpful norms that seem to promote decision making by consensus? What are the unhelpful norms?
4. Group effectiveness: Make a judgment about (a) how successful the group is in working together on getting the job done and (b) how successful the group is in maintaining its group solidarity and interrelationships.
5. Uncovering conflicts: Have there been disagreements or bad feelings between any members of the group? How were these situations handled? Were they ignored? Were they smoothed over? Were they resolved by forcing the conflicting person(s) to comply? Or were the conflicts recognized and attempts made to bring them out and manage them, to openly face them?

Handout 4 for Version B
Key: Decision-Making Exercise

Inadequate education	4
Disrespectful white attitudes	7
Inadequate municipal services	10
Discriminatory police practices	1
Inadequate housing	3
Inadequate welfare programs	12
Poor recreational facilities	5
Unemployment and underemployment	2
Discriminatory administration of justice	8
Inadequate federal programs	9
Discriminatory consumer and credit practices	11
Unresponsive political structure	6

Instructions

1. Record the correct answer for each item in Column B on your own answer sheet. Your observer will record the correct answers in Column B of your group answer sheet.
2. Find the difference between your answers and the correct answer for each item. These are your scores.
3. Add your scores and divide by 12. This is your average score.

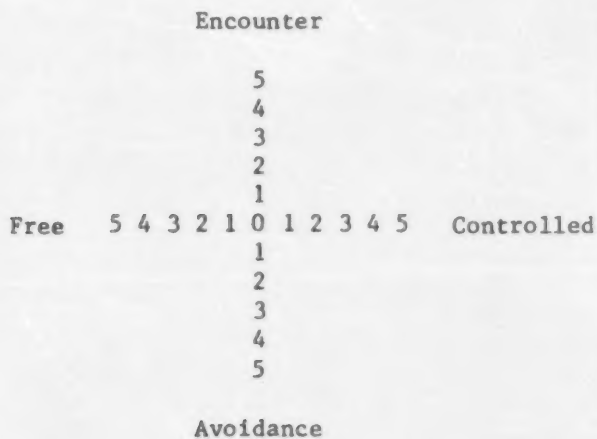
Handout 5 for Version B
Self-Assessment Graph

There are a number of dimensions relevant to an analysis of interpersonal and intergroup relations. Two dimensions emerge as being especially useful for analysis of relations in organization work. These dimensions are free/controlled and encounter/avoidance. Together these form a graph which can be used to describe many different levels in the work of the participants.

FREE/CONTROLLED. This dimension includes the relationships among individuals and groups (and between groups) that are characterized by forces such as power, influence, control, manipulation, autonomy, limits, dependence, submissiveness, domination, etc. In addition, this dimension can be applied to educational theory and to specific program designs which are developed for educational purposes. In this context, degree of structure, areas of free movement, rules, norms and laws are examples of relevant concepts.

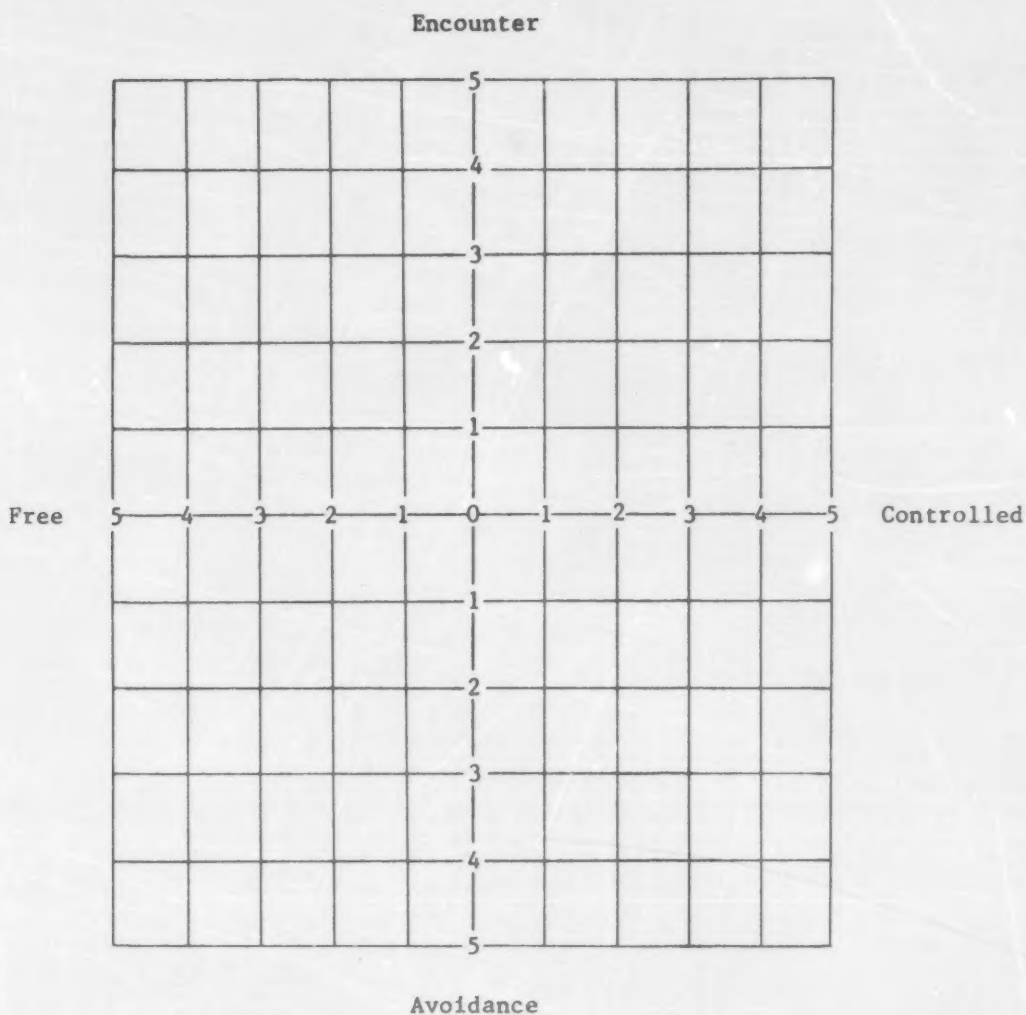
ENCOUNTER/AVOIDANCE. As with the free/controlled dimension, encounter/avoidance can be used to describe relationships between and among individuals and groups. It can also be used to describe educational program practices. The kinds of concepts that are relevant in relationships include confrontation, rejection, inclusion, dialogue, participation, cohesion, anomie, conflict, relationship, belonging and isolation. In program design, this dimension refers to active and passive roles for the learner, participative learning, group process concerns and interdependence.

THE GRAPH. When these 2 dimensions are put on 2 different axes, they form a 4-quadrant grid as shown below:



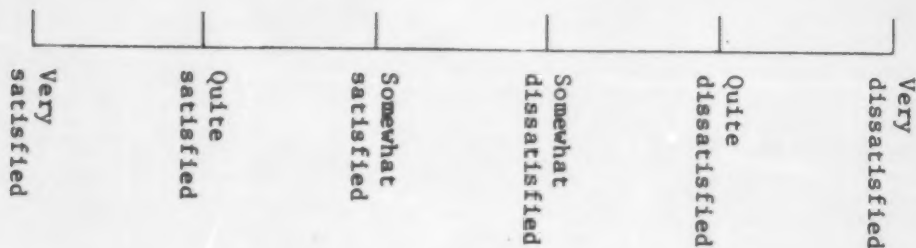
Adjectives can be applied to relationships and learning designs in each of these 4 quadrants. An important feature of the dimensions in this graph is that any given point on the graph does not have a fixed value position as good or bad and, depending upon the situation being faced and the maturity of the individuals and the groups involved, the value connotations to any particular point change. For example, in a supervisory relationship there are times when a high degree of control is healthy, and times when a great deal of freedom and permissiveness can be allowed. It is probably true that one finds extremely dysfunctional relationships on both extremes of either dimension.

SELF-ASSESSMENT GRAPH FOR INTERPERSONAL RELATIONSHIPS



Place yourself on the graph. Place an X at the point on the graph that represents how you saw yourself during the decision-making consensus.

1. How did you feel about your behavior during the time? (Check a place below.)



Exercise 3

Handout 6 for Version B Modes of Group Decision Making

Groups have available to them 5 ways to arrive at a decision: the decision can be made by 1 person, by a few persons, by a majority of the group, or by the total group--through unanimity or consensus.

Decision making by *1 person* is illustrated by the familiar situation of having decisions made by the boss. There are many situations in which this is obviously the most efficient and satisfactory way to proceed. I am glad that someone decided that everyone should drive on 1 side of the street. Whether it is the right side or the left side doesn't matter, as long as we all drive on the same side in a given direction. Decisions by 1 person are often welcome, too, when contestants find strife so stressful and insoluble that merely having the matter settled is more attractive than the nature of any of the proposed solutions themselves. Similar remarks apply to decision making by *committee*.

Decision making by *majority* vote is familiar to everyone in Western civilization. Note that the usual meaning of a request for voting is that people vote for the thing they would most like or the thing they think they would most like from among those things that are obtainable. The chairperson never puts a vote in a framework such as the following: "If John most prefers Choice A but is willing to support Choice B, and if Mary most prefers Choice B and hates Choice A, and if Alfred...will you vote that the group adopt Alternative A?"

A vote ascertains the alternatives that people find less preferable, but it does not uncover the alternatives that certain people find insupportable. When a task requires the support of everyone in the group and when non-support or sabotage by 1 or more members could seriously damage the undertaking, a decision by majority vote can be dangerous. However, when commitment by everyone is not necessary, a majority vote can serve very well. For example, a school faculty might decide to hold a picnic on a certain day with the understanding that not everyone need attend and that there would be no penalty for staying away. In this case, a majority vote for times and places would enable the picnic to be held with no damage to the undertaking from those who could not attend.

The dangers of a majority vote can, of course, be obviated by a *unanimous* vote. The difficulty is that unanimity is extremely difficult to reach in most instances.

The condition in a group in which every member is willing to "go along" with the decision without sabotaging it is called *consensus*. This does not mean that the decision is everyone's first choice. It only means that a sufficient number of people are sufficiently in favor of the decision to get it carried out and that no one will create obstacles to its being carried out. The essential technique for obtaining a consensus is a survey. In this technique, someone poses the decision. One or two people clarify it by restating it. Then everyone in turn states personal

reactions to the proposal. Each person should be as brief as possible, but need not restrict himself/herself to "yes" or "no." A person can say that he/she is uncertain or confused and wants to hear more; that he/she is experiencing some pain; or that he/she does not want to talk about the issue. A group using the survey technique, however, cannot allow an individual to merely remain silent. If someone wants to say nothing, he/she must say explicitly that he/she wants to say nothing. A consensus is the only safe method for a decision when nonsupport or sabotage by 1 member could ruin the undertaking. It is a slower and more painful method, however, than the other methods of decision making described. Consequently, it is not usually preferred over other methods for those situations in which the others would suffice.

The group should not lose sight of 1 of the costs of using the method of consensus; surveys usually uncover subproblems, sometimes trivial, but sometimes serious. A majority vote merely makes known to the group information about which individuals (if it is a public vote) lean toward yes or no votes. A consensus, on the other hand, reveals pain. The group finds out which individuals are likely to suffer from the various decisions and it finds out something about the reasons for the suffering and the possible continuation of the suffering into the future. Often, conflicts between individuals are revealed. In brief, a majority vote can be relatively painless for those in the majority, since it hides whatever pain exists. A consensus opens the pain of individuals to the view of the group. When a group uses the technique of consensus, it should be ready for this consequence.

TAKING A SURVEY FOR CONSENSUS

1. The requesting member calls for a survey and states what he/she wants to know from the total group
2. Other members paraphrase the request until all are clear about what is being asked
3. Each person, in turn, briefly states his/her current position in response to the request

IMPROVING DECISION MAKING IN GROUPS

By Gordon L. Lippitt

One of the basic problems facing organization leaders is the need to improve decision making in the groups with which they work. Groups come together for a variety of reasons. In most instances, however, they are brought together to reach a decision or to solve a problem. Frequently groups are not effective decision-making instruments. Many a leader has felt frustrated in trying to achieve effective votes, unanimity or consensus with group members. Moreover, in some cases decisions should not be made by groups of people.

Let us look first at some of the conditions that make group decision making the most appropriate means to solve a problem:

1. Groups should be used for decision making when they can contribute to the solution of the problem. A group may be used effectively for decision making when the type of decision to be reached requires that various points of view and opinions be considered. This is especially true for complex problems that have no easy solution within the resources of a single individual.

Similarly, inasmuch as people tend to carry out decisions in which they share, a decision might best be made by a group when the people comprising it are the ones on whom implementation depends.

In addition, decisions should be reached by those people who are directly affected by them. If a club, committee or work unit is going to be affected by a decision, it is strategic and important that the leader of the group involve its members in the decision-making function. This does not mean, however, that there are not many instances when, due to the pressure of time, type of decision or deferred area of responsibility, an individual might most appropriately make the decision. In other words, there is a place for individual as well as group decision making in most organizational situations.

2. Group decision making can be valuable if the group members have learned to work together effectively. One of the major reasons for ineffective group decision making is that group members have not learned to work together effectively as a unit. If this is the case, the leader might want to spend some time on improving the efficiency of the work group before jumping to the step at which the final decision is made. A group does not spring into mature action just because its members happen to be in the same room at the same time. A group may need to deal with some of the emotional problems of its members' interpersonal relationships before it can reach decisions effectively. Group action is a complex thing. Decision making, at its best, depends on working relationships in which disagreement, creativity and shared responsibility can flourish. With such an atmosphere established, the group is ready to reach decisions effectively.

3. Group decision making is most appropriate for organizations in which shared leadership is practiced. A group of persons brought together in a decision-making situation will not function at maximum efficiency if its members are "yes" men for an administrator or leader.

Group leaders who are interested in assuming responsibility for chairing the decision-making process and for developing the group so that leadership functions are shared can facilitate effective decision making.

In addition, a group needs to maintain its working relationship by having members contribute to harmonizing, compromising and gate-keeping functions. A leader may, of course, perform all of these functions, but if he/she does, group members may lose their interest and involvement in the decision-making process. Conversely, without abdicating his/her own responsibilities, the leader can build a group atmosphere in which these functions are shared spontaneously by group members.

4. To reach group decisions, a group needs procedures appropriate to its particular problem and situation. We are all familiar with the use of parliamentary procedure in group situations. There have been a number of research studies showing that in many cases it is not the most appropriate tool for group action. In fact, in many settings it is only a way by which the leader can keep control of the group. In most of the situations in which group action is taken, there is need for parliamentary procedures.

This is not to say, however, that in certain situations in which there is a legislative body, a need for historical record and a large decision-making body, *Robert's Rules of Order* are not the most appropriate. Too, there are some situations in which a group does not use parliamentary procedure but does make decisions by taking a vote or developing a procedure such as majority or two-thirds rule. However, such a creation of a minority group frequently poses problems later--unless, of course, group members show an unusual degree of maturity or the decision to be made is so inconsequential that no one really cares who wins.

To get away from *Robert's Rules* or dependence upon vote taking, there has been a great deal of talk about trying to get unanimous group decisions. As laudable as this might be in group decision making, it is extremely difficult. Because people are so complex, it is extremely unlikely that unanimous decisions could be attained very frequently in group decision making. In many cases, it would take a great deal of time and an extraordinary amount of patience for a group to reach unanimity.

It is my opinion that there is a difference between unanimous decision making and consensus decision making. In a consensus situation, members agree on the next step and those who are not in agreement with the decision reserve the right to have the

tentative decision tested and evaluated later. In other words, certain group members agree that, on a "provisional try" basis, a particular alternative can be tried out if they can put in certain evaluative means for testing whether the feelings of the majority are the most appropriate. This is quite different from compromise. In a compromise situation, the decision is taken from two opposing points of view and becomes something quite different from either of them. In consensus decisions, individuals might be saying that they are not sure which is the best decision, that they realize the need for action and that they will build in some commitment to an action step that will be assessed later.

Factors That Facilitate Group Decision Making

In looking at factors that improve group decision making, one could make long lists of dimensions which affect all group situations. My list, however, will focus on some of the specific factors that are related to the decision-making phase of group action.

1. Clear definition of the problem. If the group is unable to understand the problem, the decision-making process is greatly impeded. In many cases, a problem is so general that a group is unable to come to grips with it. A problem should be defined clearly, the limits of the group responsibility should be set and clarification of issues relevant to the problem should be encouraged.
2. Clear understanding about who has responsibility for the decision. When a group is asked to assume responsibility for a decision, it should understand its freedom to act and the degree of its responsibility.
3. Effective communication for idea production. In group decision making, it is important to get ideas out in the open. Too often a group seizes on the first suggestion. This too-early acceptance of an idea frequently blocks effective decision making. In the suggestion-making phase of decision making, such methods as brainstorming and encouraging the group to not associate ideas with people are valuable.
4. Group size appropriate for decision making. If a group is too large for decision making, it should use subgroups to reach decisions.
5. Means for effective testing of alternatives. If a decision is to be made by a group, it should have some means of getting data about possible effects of the alternatives being considered. To ask a group to make decisions without adequate data is unfair and unproductive. A group might need to postpone making a decision until it can get further data to enable it to make the best decision.

6. Need for building in commitment to the decision. To achieve effective decision making, a group must realize that reaching the decision is only one step in a process: the implementation of the decision is also important. A group needs to build into its planning some responsibility and delegation of responsibility for carrying out the action implicit in the decision. Failure to pin down responsibility can render a decision ineffective and can necessitate further meetings which might result in frustration and apathy among group members.
7. Honest commitment of the leader to the group decision-making process. A leader should be interested in the process and not in a predetermined idea or personal opinion. This does not mean, however, that the leader (or any other status person) does not have the right to make a contribution. It just means that to present his/her idea too early in the process would be unwise. If group members feel the leader has his/her own solution, they will tend to react to it and not be as creative in suggesting new ideas.
8. Need for agreement on procedures and methods for decision making prior to deliberation on the issue. On issues which are controversial enough to cause a split in the group, decision making is difficult. It is valuable to have the group take some time at the beginning of the meeting to reach agreement on the methods and procedures it will use to reach its decision. If the group can agree on the criteria and standards to be used, it will have established the basis of agreement for decision making. The point between emergence of the problem and decision making is not the shortest distance between two points. It is extremely valuable for a group to take the time to prepare itself for effective decision making so that it does not have to make a hasty decision before it is ready.

Summary

Effective group decision making is possible. The use of the consensus is feasible, but not easy. Careful attention to the decision-making process, mature group membership and democratic leadership combine to contribute maximally to a group's ability to solve problems.

THE EFFECTIVE PROBLEM-SOLVING GROUP

*Members in an effective
problem-solving group*

CREATE

a shared course of

ACTION

(they agree on who will take what action
when)

by a

SHARED EVALUATION

(they reach agreement on their goals,
meaning of the facts, causes of the facts
and predictions based on the facts)

and by a

SHARED UNDERSTANDING

(they reach agreement on what the
situation is, what the facts are and
definitions of relevant words and
concepts)

Consequently,

MUTUAL TRUST

is strengthened

(because each person is allowed to be
self-directed through an error-correcting
group process that insures continual
feedback about results and because the
techniques of paraphrasing, perception
checking, behavior description, personal
feeling description and survey are used)

EXERCISE: SYMBOLIC SELF DISCLOSURE

"Make Your Own Bag"

60 Minutes

- Purpose: To raise levels of trust and openness in a group. To make group members aware of themselves and others as persons. To begin self-selected sharing of information.
- Setting: A room large enough for each member to isolate himself from the others by a few feet.
- Primary Activity: Each individual participant will construct a bag using magazines, crayons, objects, markers, etc. The outside of the bag will represent their "Open Area" information that they feel comfortable sharing with most people. The inside of the bag represents their "Hidden Area." Participants will selectively share their bags with others in the group.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Personal sharing		Openness	Communications
Trust building			

Steps:

1. Explain the rules of "bag-making." They are:
 - A. On the outside of the bags, in a montage, using materials provided you, depict those aspects which you find easy to reveal -- your "Open Area."

EXERCISE: SYMBOLIC SELF DISCLOSURE

"Make Your Own Bag"
(Cont'd)

- B. On the inside of the bag, express in montage, using the materials provided, those aspects which you find difficult to share -- your "Hidden Area."
2. Have the participants move off by themselves to make their bags. Allow 20 minutes for this portion of the activity.
3. When everyone has finished, have participants form pairs and share with their partner their bags as much as they feel comfortable. (15 minutes)
4. When the process is finished, have each pair choose another with whom they are to share their bags.
5. When the quartets are finished, have the quartets form groups of eight and repeat the process of sharing bags.
6. Bring the groups together and discuss how they felt, any notable experiences they had, and how they feel now.

Materials:

1. Paper lunch bags
2. Scissors for each member
3. Glue
4. Magazines
5. Small objects
6. Crayons & markers

EXERCISE : GIVING AND RECEIVING FEEDBACK

Version A and Version B

85 to 100 Minutes

Note to Trainers: Two slightly different options in instructional strategy are given. Version A requires approximately 15 minutes less time than Version B.

Purpose: To practice giving and receiving feedback on self-chosen behavioral areas. To assess degree of helpfulness of the feedback. To analyze own and others' behavior in terms of effect on others.

Setting: This exercise should occur after participants have begun to know each other.

Primary Activity: Working in pairs (Version A) or in trios (Version B), participants will receive criteria for giving feedback and will have an opportunity to seek feedback from each other in self-chosen behavioral areas. They will discuss as a total group the implications for group work.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Feedback	Openness	Influence	Perception
Experimenting with own behavior	Trust	Communication	
Awareness of own behavior			

Steps for
Version A:

1. Introduce the exercise by indicating the purpose of the exercise.
2. Distribute Handout 1, Criteria for Giving Feedback. Allow a few minutes for reading and any questions or comments participants may have. Reinforce by verbal comment if needed.
3. Form pairs, each individual selecting someone he/she would like to work with on the task of giving and receiving feedback.
4. Distribute Handout 2, Asking for Feedback, to all participants. Allow 10 minutes for participants to fill in the sheet.
5. Distribute Handout 3, Giving Feedback, to all participants. Ask participants to share with each other the area of behavior about which they want help. Tell them to write this information on Handout 3.
6. Allow 10 minutes of alone time to complete Handout 3.
7. Call time and instruct participants to work for 20 minutes giving and receiving feedback. They should monitor their own time, making sure each person has approximately half of the time.
8. Call time and distribute Handout 4, Seeker's Evaluation of Feedback, to be filled in individually. Allow 3 to 5 minutes.
9. Direct pairs to share and discuss their work on Handout 4 and any other information they wish. They are also to evaluate their practice in giving and receiving feedback, using all criteria in Handout 1, Criteria for Giving Feedback.

Trainer
Preparation:

1. Read the exercise and all handouts.
2. Assemble handouts for all steps for all participants.

Materials:

1. Handout 1, Criteria for Giving Feedback (for all participants)
2. Handout 2, Asking for Feedback (for all participants)
3. Handout 3, Giving Feedback (for all participants)
4. Handout 4, Seeker's Evaluation of Feedback (for all participants)

Steps for
Version B:

1. Introduce the exercise by indicating the purpose of the exercise.
2. Distribute Handout 1, Criteria for Giving Feedback. Explain that the following activity is based on this information. Ask participants to scan, underline or circle key ideas and to make notes if they wish.
3. Form trios. Tell them they will be working at the task of giving and receiving feedback in a Round Robin. Explain that in a Round Robin, each person will have an opportunity to perform each function. The functions are:
 - a. Giving feedback
 - b. Receiving feedback
 - c. Observing the process of giving and receiving feedback
4. Distribute Handout 2, Asking for Feedback, to all participants. Allow 10 minutes for participants to fill in the sheet and to share with each other the area of behavior about which they will be seeking help (not their diagnosis or plan of action).
5. Distribute Handout 5, Observer's Evaluation of the Feedback, to all participants to be used by the trio member during his/her time as observer.
6. Instruct trios to decide who will be first to ask for feedback, to give feedback and to observe. Announce that each session of giving and receiving help will last 10 minutes, followed by 5 minutes for the observer to report.
7. Begin the first round. Call time after 10 minutes. Allow 5 minutes for observer to report.
8. Repeat 2 more times, announcing each round by asking trio members to switch roles at the beginning of each round.
9. Bring the total group together for debriefing the exercise. Using data secured by each person in his/her role as observer and referring to the criteria (a previously prepared newsprint chart of key words and phrases could be used here), ask participants to share learnings as they might apply to backhome group work. Record their ideas on newsprint.

Trainer

- Preparation:
1. Read exercise and all handouts.
 2. Refer to Paper 3, Is Help Helpful?
 3. Assemble materials.

Materials:

1. Copies of Handout 1, Criteria for Giving Feedback (for all participants)
2. Copies of Handout 2, Asking for Feedback (for all participants)
3. Copies of Handout 5, Observer's Evaluation of Feedback (for all participants)
4. Newsprint chart of key ideas in Handout 1 (if desired for use in Step 9)
5. Newsprint, felt tip pens and masking tape

Handout 2
Asking for Feedback
(Used in Versions A and B)

I would like to receive some feedback from my partner on the following behavioral area: (to be shared)

DIAGNOSIS

(For my personal use--to be shared if I desire)

Forces supporting my seeking this help are:	Forces inhibiting my seeking this help are:

Plan of Action*

1. Rate the forces according to how significant they are

1--Most
2--Somewhat
3--Least
2. Rank the forces according to how powerful they are

A--Very
B--Somewhat
C--Not very
3. Select the forces in either column that seem easy to control
4. Select the forces you would need help on
5. Write the action you are ready to take in seeking feedback

*Use the other side of this page for your responses, if necessary.

Handout 3
Giving Feedback
(Used in Version A Only)

I have been asked by my partner to give some feedback on the following behavioral area: (be sure to identify the person who is to receive your help)

DIAGNOSIS

Forces supporting my giving this help:	Forces inhibiting my giving this help:

Plan of Action*

1. Rate the forces according to how significant they are

1--Most
2--Somewhat
3--Least
2. Rank the forces according to how powerful they are

A--Very
B--Somewhat
C--Not very
3. Select the forces in either column that seem easy to control
4. Select the forces you would need help on
5. Write the action you are ready to take in giving feedback

*Use the other side of this page for your responses, if necessary.

QUESTIONS FOR FEED-BACK EXERCISE

DO YOU SEE ME AS ONE WHO: --

1. offers constructive evaluation as needed?
2. levels with other members?
3. offers original ideas?
4. expresses himself clearly and concisely?
5. provides good summaries on an issue when needed?
6. contributes without cutting others off?
7. helps get to the meat of issues?
8. provides helpful, objective feed-back to group members?
9. listens with understanding to what others say?
10. takes the lead in selecting topics?
11. helps members express their ideas?
12. gives good suggestions on how to proceed?
13. encourages group to high level productivity?
14. effectively senses when to talk and when to listen?
15. makes others feel at ease?
16. helps group stay on target?
17. shows that he likes us?
18. yields to group pressures?
19. annoys others?
20. sticks blindly to his point?
21. is hard to understand?
22. runs away when faced with a problem?
23. makes unjustified assumptions?
24. fights rather than works?
25. blocks the group?
26. likes to wander?
27. dominates and imposes his will on the group?

THE JOE-HARRY WINDOW AND THE CONCEPT OF FEEDBACK

As you develop a helping relationship with another person--a relationship where each of you helps the other to grow--there are some things you know about yourself and some you don't know and there are some things that others know about you and some they don't know. For you and any other specific person this can be represented by the following diagram known as the Joe-Harry Window.*

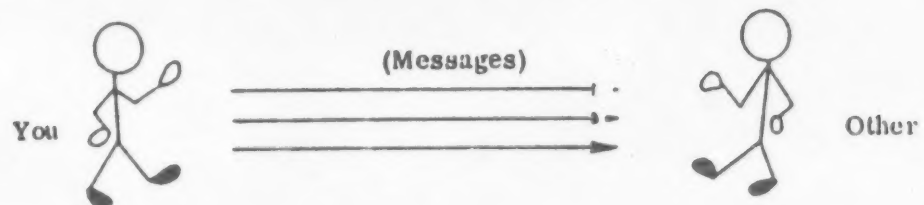
		Things about myself that I:	
		Know	Don't Know
Things about myself that the other:	Knows	Common knowledge	My blind spots that even my best friends haven't told me about
	Does Not Know	My secrets and things I haven't had a chance to tell yet	My hidden potential of things I never dreamed I could do or be

The "blind spots" and "secret" areas become smaller as more information about each other becomes common knowledge. It is not meant to be implied here that a person should be completely or indiscriminately open. There are many things that are not relevant to the helping relationship. As relevant things are shared and found to be helpful, trust develops, which allows exploration and discovery of new abilities in the area of hidden potential.

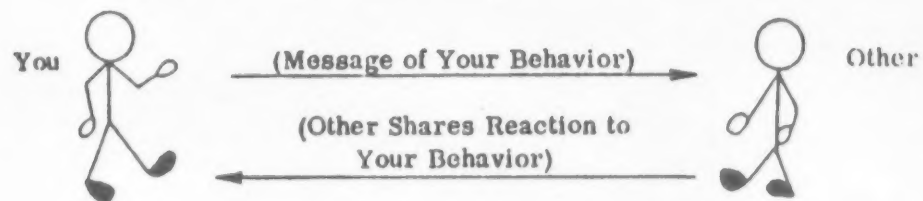
Giving and receiving feedback is one of the most important processes in developing effective teamwork relationships. Feedback, the sharing of your reactions to another's behaviors with that other person, is not simply being critical. Positive feedback is just as important as are reactions that seem negative. The intention is what counts if the feedback is to help develop a growth relationship. Feedback can clarify perceptions. It can help an individual see himself as others see him. It helps him know the particular ways that different individuals react to his behaviors. He can then better match his behaviors with his intentions. He can more accurately match his verbal and nonverbal behaviors.

* Adapted from "The Johari Window" as developed by J. Luft and H. Ingham in Group Processes, by Joseph Luft. Palo Alto, California: The National Press, 1963, pp. 10-15.

Our behavior constantly sends messages to others.



When the other shares his reaction to our behavior that is called feedback.

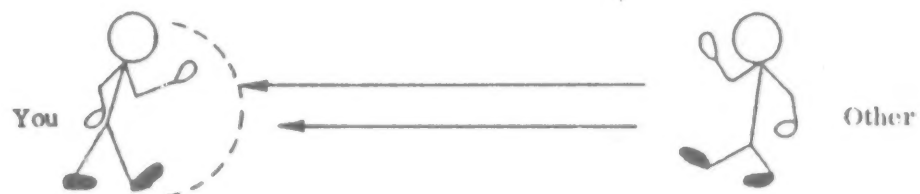


There are barriers in the other which allow him to share some of his reactions, but cause him to hold back on others.



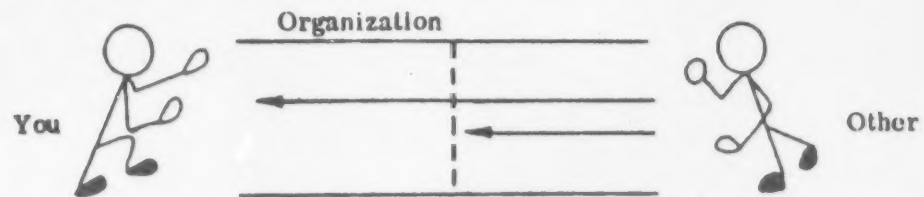
These barriers include such things as his values and ideologies, his assumptions about how you might react to his feedback, his openness, trust and willingness to take risks.

There are barriers in each of us which allow us to receive some of this feedback, but which screen some of it out.



These barriers include such things as your values and ideologies, the image you hold of yourself and the strength of your need to maintain it, your assumptions about his intentions in sharing, your openness, trust and willingness to take risks.

There may be barriers in the way your organizations operate that make it hard for some kinds of feedback to take place.



These barriers include such things as highly formal procedures, lack of time to build growth relationships, isolation of roles, building layout, or norms that don't support helpful kinds of sharing.

There also may be things in you, in the other and in the way your organization operates that facilitate constructive exchanges of feedback. A major helping factor can be awareness and use of the guidelines for giving and for receiving feedback. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions. The idea is to be aware of these guidelines and apply them unless you already believe an exception is called for.

Guidelines for GIVING Feedback

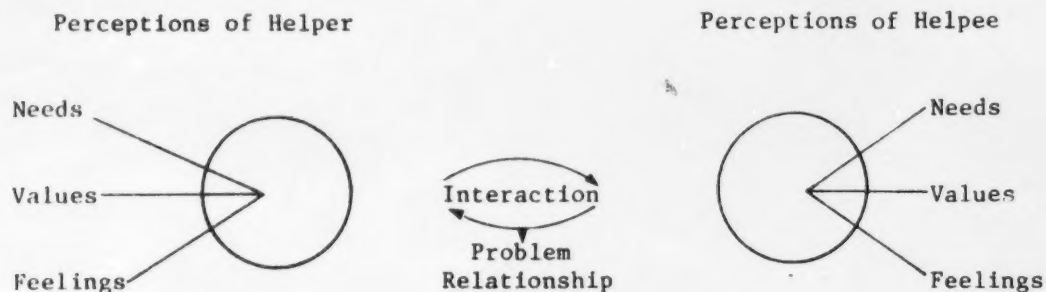
- | | |
|-------------------------------------|---|
| 1. Allows for receiver readiness | Has the receiver indicated he is ready to listen and accept the feedback as it is intended? There is little point to giving feedback that won't be heard or will be misunderstood. |
| 2. Is descriptive, not interpretive | Feedback is a description of your perceptions and reactions. Interpreting meanings of another's behavior is often a guessing game which the other resents. Let him share his own meanings if he's so inclined. If you want to check your perception of his meaning, be very clear that is what you are doing. |
| 3. Covers recent happenings | Generally, the closer the feedback is to the time the behavior occurred, the more helpful it is. When feedback is given immediately, everyone knows exactly what it refers to and feelings about the situation are most valid. |

- | | |
|-----------------------------------|--|
| 4. Comes at appropriate times | Don't, for example, share negative reactions when there are others present who would not understand the constructive intent of your remarks. |
| 5. Includes things that are new | Consider whether the reactions you are sharing are new information to the other. If they are so obvious that he is already aware of them, they won't help much. Telling another what you saw him doing is often not news. Often, what is news is the sharing of how you reacted to what you saw. |
| 6. Is on changeable things | The value of feedback to the other is in being able to modify his behavior if he wants to. Reactions to things that can't be changed are not usually helpful. |
| 7. Does not demand a change | Feedback is sharing reactions. It's up to the receiver if he wishes to make a change in his behavior based on the feedback. If you want to ask the person to change, say so, but don't consider such a request as feedback. |
| 8. Is not an overload | If you give another too much feedback or too many things all at once it may be more than he can deal with. He may lose track of all you are saying. |
| 9. Is given to be helpful | Consider your own motivation in sharing the reactions. Are you really trying to help the other person gain a useful view of himself? If you are simply angry at the other and wish to express it, say so, but don't present such feelings as feedback. |
| 10. Shares something of the giver | Giving feedback can create a sense of imbalance in the relationship. It generally helps the receiver to feel more comfortable and be more active if the giver can share some of his own feelings and concerns as he gives his reactions to the other. |
| 11. Is specific, not general | Be specific by quoting and giving examples of what you are referring to. |

THE HELPING RELATIONSHIP AND FEEDBACK¹

Different names are used to designate the helping process, such as counseling, teaching, guiding, training, educating, etc. They have in common that the helper is trying to influence (and therefore change) the helpee. The expectation is that the direction of change in the receiver of help will be constructive and useful to him/her (i.e., it will clarify perception of the problem, bolster self-confidence, modify behavior or lead to new skills, etc.).

One way to look at the helping situation is to sketch it in the following manner:



The helping situation is dynamic, i.e., it is characterized by interaction that is both verbal and nonverbal and by relationships. The helper has needs (biological and psychological), feelings and a set of values. The helpee has needs (biological and psychological), feelings and a set of values. Both helper and helpee are trying to satisfy needs. The helper has perceptions of himself/herself, of the helpee, of the problem and of the entire situation (expectancies, roles, standards, etc.). The helpee has perceptions of himself/herself, of the helper, of the problems and of the entire situation (expectancies, roles, standards, etc.). The interaction has as its focus some need or problem that may be external to the two individuals, interwoven with the relationship of the two individuals or rooted in the relationship between the two individuals. Regardless of where the focus is, the relationship between the two individuals is an important element in the helping situation as soon as interaction begins. The needs, values, feelings and perceptions of the helpee cause him/her to have certain objectives for the interaction. The needs, values, feelings and perceptions of the helper cause him/her to have certain objectives for the interaction. Both helper and helpee have power (influence) in the helping situation. However, except for surface conformity or breaking off of the interaction, it is the helpee who controls whether change takes place.

¹From *Summer Reading Book*, NTL Institute for Applied Behavioral Science, 1968.

It is not easy to give help to another individual in such a way that he/she will be able to do a better job of handling his/her situation. Nor is it easy to receive help from another person that will enable you to more adequately deal with your problems. If you really listen and reflect upon the situations in which you are either the helper or the helpee, you will be impressed with the magnitude and range of the problems involved and will realize that you can keep on learning as long as you live.

Let us reflect on some of the factors that make it difficult to receive help:

1. Sometimes it is hard to really admit your difficulties, even to yourself. It may be even harder to admit them to someone else. You may have concerns about whether you can really trust your helper, particularly if your status might be affected. You may be afraid of what the other person thinks of you.
2. You may have struggled so hard to make yourself independent that the thought of depending on another individual seems to violate something within you. If you have spent your whole life looking for someone to depend upon, you may try to repeat this pattern in your relationship with your helper.
3. You may be looking for sympathy and support rather than help. You yourself may have to change. When the helper tries to point out some of the ways you are contributing to the problem, you may stop listening. Solving a problem may mean uncovering some of the aspects of yourself that you have avoided or wished to avoid thinking about.
4. You may feel your problem is so unique that no one could ever understand it.

Let us reflect on some of the factors that make it difficult to give help:

1. Most people like to give advice. Doing so suggests that you are competent and important. You can easily get caught in a telling role without testing whether your advice is appropriate to the abilities, fears and powers of the helpee.
2. If the helpee becomes defensive, you may try to argue or pressure him/her. If he/she resists you, you may react by applying even more pressure. This is typical in an argument.
3. You may confuse the relationship by only responding to one aspect of what you see in the other's problem, by overpraising or by not realizing that the helpee must see his/her own role and his/her own limitations.

To be fruitful, the helping situation should have the characteristics listed below.

1. Mutual trust
2. Recognition that the helping situation is a joint exploration
3. Listening, with the helper listening more than the helpee
4. Behavior by the helper that facilitates the helpee's talking

Because we are human, the potential for all the strengths, follies and wisdom known to humanity exists at some level within us. Human beings become more capable of dealing with their problems as successful experiences give them a greater sense of adequacy.

Feedback is a way of helping another person consider changing his/her behavior. It is communication that gives a person information about how he/she affects others. As in a guided missile system, feedback helps individuals keep their behavior "on target." Some criteria for useful feedback are listed below.

1. It is descriptive rather than evaluative. Because it describes a personal reaction, feedback leaves the listener free to use it or not use it as he/she sees fit. By avoiding evaluative language, it reduces the need for the listener to react defensively.
2. It is specific rather than general. Being told that you are dominating will probably not be as useful to you as being told, "Just now when we were deciding the issue, you did not appear to listen to what others said and I felt forced to accept your arguments or face attack from you."
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the receiver.
4. It is directed toward behavior the receiver can do something about. Frustration is only increased when a person is reminded of a shortcoming over which he/she has no control.
5. It is solicited rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing him/her can answer.
6. It is well timed. In general, feedback is most useful when given immediately after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. It is checked to insure clear communication. One way of checking feedback is to have the receiver try to rephrase the feedback to see if it corresponds to what the giver had in mind.
8. When feedback is given in a training group, both giver and receiver have an opportunity to check with others in the group about the accuracy of the feedback. Is this one person's impression or an impression shared by many?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his/her behavior matches his/her intentions. It is a means for establishing one's identity, for answering the question, "Who am I?"

F. PROBLEM-SOLVING AND ACTION-PLANNING

1. Exercise: The Helping Relationship
(3 Handouts)

2. Reading: Is Help Helpful?
3. Reading: "DGEDIF" -- A Problem Solving Model
4. Reading: Force Field Diagnostic Technique

EXERCISE : THE HELPING RELATIONSHIP

90 Minutes to 2 Hours

Purpose: To analyze different aspects of the helping relationship. To apply workshop learnings to backhome problems. To experience seeking help with a problem and helping another person. To sharpen observation skills.

Setting: No prerequisite skills. Room large enough to allow group to be divided into working trios without being unduly distracted by conversation of neighboring trios. Preferably, there should be places where trios can work in at least semi-privacy.

Primary Activity: Group is divided into trios. Roles of helper, helpee and observer are assigned. Helpee describes a problem and seeks help from helper while observer makes notes to share. The process is repeated 3 times, allowing each participant to function in each of the 3 roles.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Trust	Experimenting with own behavior	Communication	Perception
Openness		Influence	
Problem-solving effectiveness			

Steps:

1. Introduce the exercise by reviewing the purpose and activities.
2. Ask participants to spend a few minutes (3 to 5) alone in order to select a problem with which they would like help. Suggest the following criteria to assist in the process of problem selection.
 - a. Choose an actual problem situation in which you are involved
 - b. Choose a current problem--not a past success or failure
 - c. Choose a limited problem (the amount of time to consider it will be brief)
 - d. Choose a problem situation with people in it who have a direct relationship with you
3. Form helping trios. Distribute Handout 1, Guidelines for the Helper/Helped Relationship, and Handout 2, Guidelines for the Observer. Tell the participants to review them in preparation for the exercise.
4. Distribute Handout 3, Procedure for Helping Trio Exercise. Review the procedures with the participants.
5. Announce the time of the general discussion (20 minutes at the end of the trio round). Tell the participants to divide the remaining time evenly in thirds (15 to 20 minutes for each round). It is the observer's responsibility to keep time. About 75 percent of the time in each round should be spent in helping--the remainder in feedback from the observer.
6. Send trios to their work locations. Remind them to follow the procedures outlined in Handout 3, Procedures for Helping Trios Exercise.
7. When trios return to general session (you may have to remind them), conduct a debriefing session using newsprint charts prepared before the session, briefly list information under the headings listed below. Concentrate on capturing feelings, ideas, suggestions and reactions.

What I learned about being a helper	What I learned about being a helpee	What I learned as an observer
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8. Summarize. Use Theory Papers 2, The Helping Relationship and Feedback, and 3, Is Help Helpful?

Handout 1
Guidelines for the Helper/Helped Relationship

1. What is helpful from the helped's point of view?
 - a. An atmosphere of friendliness and trust
 - b. Helper accepting me and my problem
 - c. Acceptance of own inadequacies and strengths
 - d. Helper empathizing rather than sympathizing with me
 - e. Helper who is objective
 - f. Helper helping me clarify issues and diagnose problem
 - g. Helper assisting me in looking at alternatives
 - h. A mutual approach to problem solving
 - i. Sense of progress in understanding and solving problem
2. What is helpful from the helper's point of view?
 - a. Establishing an atmosphere of acceptance and trust
 - b. Having a person-centered attitude
 - c. Setting limits to the parts of the problem which can be dealt with
 - d. Helping the other to present problem concisely
 - e. Encouraging the other to share his/her ideas and feelings
 - f. Acceptance of own inadequacies and strengths

Provide 1 copy for each member of trio.

Handout 2
Guidelines for the Observer

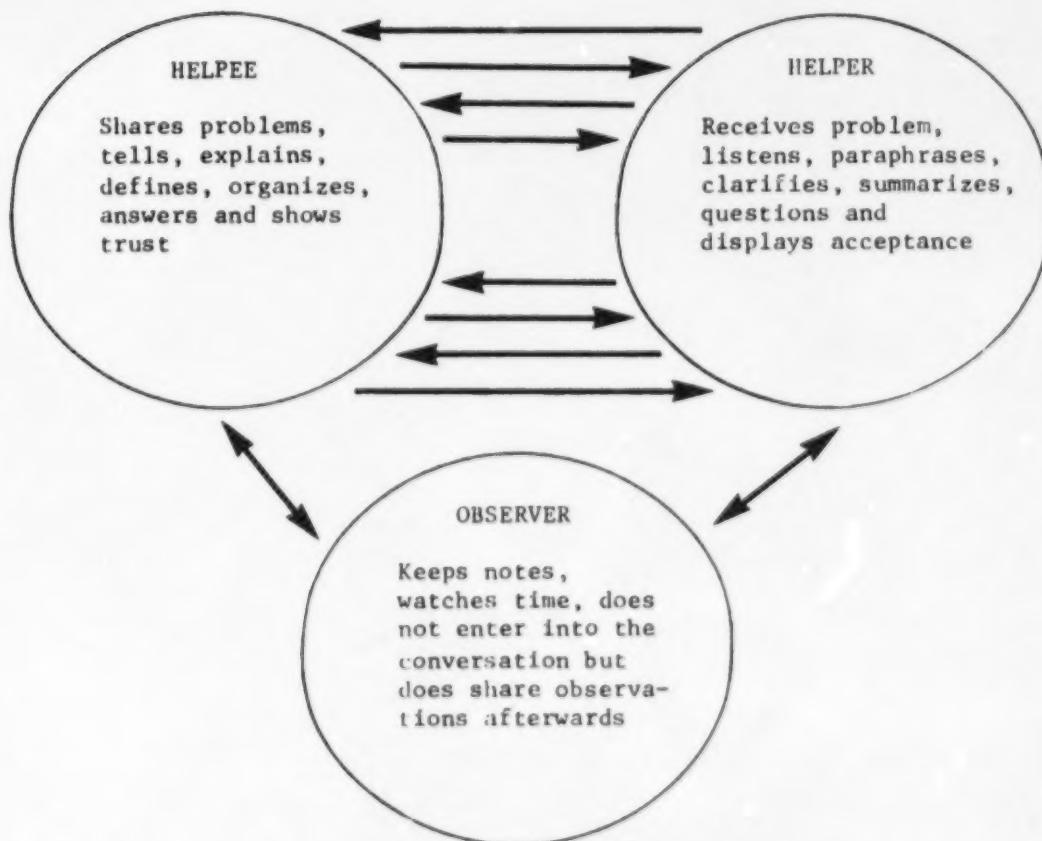
1. What efforts were made to establish an atmosphere of trust and frankness?
2. Did the helper try to elicit relevant information?
3. How did the helper assist the helpee in seeing possible alternatives?
4. What did the helpee do that either added to or detracted from the success of the consultation session?

Provide 1 copy for each member of trio.

Handout 3
Procedure for Helping Trios Exercise

Do the following tasks in your trios:

1. Select the order in which you will take each role in the exercise (note the diagram below for role definition)
2. Take note of the time and give each helping pair about 75 percent of the time available for that round (observer should make notes based on Handout 2, Guidelines for the Observer)
3. Hear and discuss the observation report
4. Switch roles and continue the round



Provide 1 copy for each member of trio.

IS HELP HELPFUL?¹

by Jack R. Gibb, Consulting Psychologist,
Newark, Delaware

People in service professions often see themselves as primarily engaged in helping others. Helping becomes both a personal style of life and a core activity that gives their lives meaning and purpose. Youth workers, camp directors, counselors, consultants, therapists, teachers, lawyers--all are helpers.

Helping is a central social process. Den mothers, committee chairpersons, parents, personal friends, board members, dance sponsors--all are helpers.

Help, however, is not always helpful. Recipients of proffered help may not see it as useful. The offering may not lead to greater satisfaction or to better performance. Even less often does the helping process meet a more rigorous criterion--that it lead to continued growth on the part of the participants.

To begin with, people have varied motives for offering help. They may wish to improve the performance of a subordinate, reduce their own guilt, obtain gratitude, make someone happy or give meaning to their own lives. They may wish to demonstrate their superior skill or knowledge, induce indebtedness, control others, establish dependency, punish others or simply meet a job prescription. These conscious or partially conscious motives are so intermingled in any act of help that it is impossible for either the helper or the helpee to sort them out.

Depending upon their own needs and the way they see the motives of their helpers, helpees have varied reactions. They may feel gratitude, indebtedness, resentment or admiration. They may feel helpless and dependent, or jealous of their helpers' strength or resources. They may feel pressured to conform to the perceived demands or beliefs of their helpers.

We have all noticed that in certain cases recipients of help become more helpless and less able to make their own decisions or to initiate action, less self-sufficient, more apathetic and passive, less willing to take risks, more concerned about propriety and conformity, and less creative and venturesome. We have also seen instances, after the help, of recipients becoming more creative, less dependent upon helpers, more willing to make risky decisions, more highly motivated to tackle tough problems, less concerned about conformity and more effective at working independently or interdependently. Help may or may not lead to personal growth and organizational health.

Under certain conditions both helpers and helpees grow and develop. In general, people tend to grow when there is reciprocal dependence,

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interdependence, joint determination of goals, real communication in depth and reciprocal trust. To the degree that these conditions are absent, people fail to grow.

From the standpoint of the organization, help must meet two criteria: the job or program must be done more effectively, and the individual members must grow and develop. These two criteria tend to merge. The program and the organization are effective only as the participants grow. The same conditions that lead to organizational health lead to personal growth. The following table presents a theory of the helping relationship. Seven parallel sets of orientations are presented. One set of conditions maximizes help and a parallel set of conditions minimizes help.

Orientations That Help

1. Reciprocal trust (confidence, warmth, acceptance)
2. Cooperative learning (inquiry, exploration, quest)
3. Mutual growth (becoming, actualizing, fulfilling)
4. Reciprocal openness (spontaneity, candor, honesty)
5. Shared problem solving (defining, producing alternatives, testing)
6. Autonomy (freedom, interdependence, equality)
7. Experimentation (play, innovation, provisional efforts)

Orientations That Hinder

1. Distrust (fear, punitiveness, defensiveness)
2. Teaching (training, advice giving, indoctrinating)
3. Evaluating (fixing, correcting, providing remedies)
4. Strategizing (planning, maneuvering, gamesmanship)
5. Modeling (demonstrating, information giving, guiding)
6. Coaching (molding, steering, controlling)
7. Patterning (making standard or static)

Reciprocal trust. People accept help from those they trust. In relationships characterized by acceptance and trust, offers of help are appreciated, listened to, seen as potentially helpful and acted upon. Helpees accept help from those whose perceived motives are congenial. Helpees tend to reject offers from people who are perceived as controlling, punishing, correcting or motivated by a desire for power. Help is most helpful when it is given in an atmosphere of confidence, warmth and acceptance. When helpees feel that their worth as people is valued, they are able to place themselves in psychological readiness to receive aid.

Distrust. When people fear and distrust each other, even well-intended help is resisted, resented or seen as unhelpful. Offers of help are sometimes prompted by motivations that are unacceptable to helpees. That is, people offer help in order to place others in a dependent position, elicit expressions of gratitude, assert superiority or punish. When distrustful, helpees are likely to project their distrust onto their helpers and to resist or resent the help.

People often give help to camouflage or assuage their desire to change others--to change their character, habits or misconceptions. The desire to change another person is essentially hostile. At a deep level, people who genuinely accept others do not wish to change them. People who are accepted are allowed to be, to determine their own goals and to follow their own pace. People who genuinely wish to help offer help that will be welcomed. Genuine help is not foisted upon others. Neither punisher nor child really believes that punishment is given "for the good of the child."

Punishment or censure may be given with a conscious desire to help, but it is usually accompanied by a desire to retaliate, hurt, control or assert superiority. Helpers often speak of their actions as "helpful" in order to rationalize to themselves and to others actions done for ulterior motives.

Cooperative learning. People are helpful to each other when they are engaged in a cooperative quest for learning. The learning atmosphere is one of joint inquiry and exploration. Needs for help and impulses to give help arise out of the demands of the common cooperative task. Help is thus reciprocal. The helper and helpee roles are interchangeable. Both participants have the intent to learn and feel they can learn from their partners and from the common task. Bosses and subordinates, teachers and students, professional workers and youths--all are most helpful when each member of the pair sees the relationship as a quest with potential learning for each. An effective project team is guided by the task and not by the teacher. It is motivated by a shared potential for learning.

Teaching. When members of a project set out to teach, train, advise, persuade or indoctrinate other members or are seen as wanting to do so, the learning of each member is reduced. People cannot be taught. People must learn. People cannot be trained. They grow and develop. The most deeply helpful relationships are ones of common inquiry and quest, relationships between co-learners and co-managers in which each is equally dependent and accepting of the other and the situation.

Mutual growth. The most permanent and significant help occurs in relationships in which both members are continually growing, becoming and seeking fulfillment. Both members participate in a mutual assessment of progress, accept this reality of growth and participate in a way that will maximize each other's growth. In a fundamental sense, one can only help oneself. Helpers can only engage with others in an effort to create a climate in which growth can occur.

Evaluating. Growth is often hindered when members of the helping team set out to appraise or remedy the defects in others. Help is most effective when it is seen as a force moving toward growth rather than as an effort to remove gaps, remedy defects or bring others up to a specific standard. People's growth limits are extremely difficult to foresee and assess. Potentials for growth are consistently underestimated by both helpers and helpees.

Reciprocal openness. One of the essential conditions for effective human learning is an opportunity for feedback or knowledge of progress. Feedback is essential in acquiring skills, knowledge and attitudes. Professional help is blocked most often by a failure to obtain adequate data on people's feelings and perceptions. In order to do effective work, people must know how others feel and how they see things. In the usual situations in which professional helpers find themselves, there are many pressures which camouflage or distort the relevant data necessary for efficient work and best learning. Many factors reduce the availability of the relevant data: differential status, differential perceived power, and fear of hurting or being hurt.

Strategizing. When some part of the helping process is unavailable to all participants, people are likely to become anxious, resentful or resistant. Participants in the helping process cannot use others for their own needs. The helping process is most effective when people plan with others, not for others. People are not helped when they are maneuvered into action they don't understand. Gamesmanship and gimmicks are antithetical to the helping process.

Shared problem solving. Productive helping relationships focus on the problem to be solved. Problem solving involves a joint determination of the problem, continual redefinition of the problem as successive insights are gained, joint focus upon possible alternative solutions, joint exploration of the data and continual reality testing of alternatives. The expertise and resources of all participants are shared. The behavioral aspects for which help are given are seen as shared problems rather than as defects to be remedied by consultant-helpers.

Modeling. A common perception of the helping relationship is that helpers offer models for others to follow. The experts give demonstrations of how others may solve their problems. The problems are defined by the experts. Diagnosis is made by the experts. The experts are challenged to offer additional solutions or even to test solutions. The process is unidirectional. The limitations of modeling are many. Dependency is increased and helpees seldom surpass the prescribed models. Helpees try to conform to the image of their supervisors. Growth is limited.

Autonomy. The ideal relationship for helping is an interdependent one in which people see each other as both helpers and helpees. It is essential that all participants preserve their freedom and maintain their autonomous responsibility for guiding themselves toward their own learnings, growth and problem solving. Helpers must work themselves out of the helping job. Supervisors, youth workers and counselors must become less and less necessary to the people being helped. Psychological weaning, however painful to both helpers and helpees, must continue if help is to be truly helpful.

Coaching. Coaches mold, steer and control the behavior of others, much as a tennis coach molds the behavior of his/her team. This is another unidirectional process. Coaches are assumed to have special diagnostic and observational powers which they apply in a skilled way to the behavior

of others, who put themselves into the coaches hands. Helpees are encouraged to maintain respectful dependency upon their coaches, to not challenge their authority or expertise, to put implicit trust in their abilities and powers and to receive motivational or inspirational guidance. Coaches and pupils both suffer under this pattern. Both may gain in skill, but neither grows as a person.

Experimentation. Tentativeness and innovative experimentation are characteristic of the most productive helping relationships. There is a sense of play, excitement and fun in the common exploratory quest for new solutions to continually changing problems. The helping process is viewed as a series of provisional trials. All participants join in the game and add to the general excitement. Errors can be made and are perhaps expected. Help is a search. Finding creative solutions to newly defined problems is a game full of zest, with intrinsic drives that keep the game going.

Patterning. Help is limited when the process is seen as an attempt by certain people to help others meet a prescribed standard or reach a goal specified in advance. Helping is a creative synthesis of growth and a continual search for new forms.

Help is not always helpful, but it can be. Both helpers and helpees can grow and learn when help is given in a relationship of trust, joint inquiry, openness and interdependence. Growth-centered helping processes lead to healthy groups and effective organizations.

"DGEDIF" -- A PROBLEM SOLVING MODEL

Define the problem in terms of needs
Generate alternatives
Evaluate alternatives
Define on a mutually acceptable solution
Implement the solution
Follow-up and re-problem-solve

Setting the Stage:

1. Give the group a non-blameful description of the situation to be problem-solved.
2. Tell group that you have decided to try a new method and describe it to them.
3. Select a time agreeable to the group.
4. Allow plenty of time to work through to a mutually-acceptable solution.
5. Include in problem-solving (P-S) only those participants involved in the conflict.
6. Don't P-S when you are mad--it won't work. Calm down, cool off, sleep on it, then P-S.
7. Set up an agenda for the next time P-S is tried. Ask group to submit their problems for this agenda too.
8. Use a tape recorder during P-S session and play back to see what really happened.

Step 1 -- Define the Problem in Terms of Needs

In this phase the group spends time clarifying the problem so the group can reach a common understanding of the problem they want to work on. The more specific the problem the easier it can be worked on. A global problem may have to be broken down into several specific problems which can be tackled one at a time. It may be stated in terms of objectives.

- (1) Use "I-messages" to state your own true feelings (versus "you-messages" which blame the participants).
- (2) Don't stop at presenting problems--must use A-L here to help move down through various feeling levels to the more basic or "real problem."
- (3) Take the time required to get to and define the real needs of each person.
- (4) Avoid pitfall of going into P-S with a solution you have already decided upon. P-S is not manipulation of the other party. P-S is not a subtle technique for influencing a participant to arrive at your solution.

"DGEDIF" -- A PROBLEM SOLVING MODEL
(Cont'd)

- (5) Re-state the problem in terms of the participant's needs and your needs.
- (6) Get acceptance of the problem statement from everyone involved.

Step 2 -- Generate Alternative Solutions

The technique of brainstorming is used to generate a large number of alternative solutions to the problem. In brainstorming, members are asked to call out solutions as quickly as possible, not considering their practicality. A list is kept. Outrageous possibilities may contain the seeds of effective solutions. No evaluation by members allowed at this point.

- (1) Be sure members understand and accept that you are searching for a solution acceptable to both you and them.
- (2) Describe "brainstorming" process and the ground rules to be followed.
- (3) Write down all ideas followed.
- (4) Encourage "far-out," "wild" ideas and allow new ideas to grow out of previous ideas.
- (5) Keep evaluation out at this step--"brainstorm" until all possible alternatives and ideas are brought out and written down.

Step 3 -- Evaluate Alternate Solutions

The group then evaluates the alternatives considering their effectiveness and feasibility.

- (1) Be honest and direct in sharing your feelings about every alternative proposed (use "I-messages").
- (2) Use lots of A-L (especially when feelings crop up) to get at true feelings of members about proposed solutions.
- (3) Use A-L to find out which part of proposed solutions is still unacceptable.
- (4) Don't get sidetracked with tangential problems. Put them on agenda to be P-S'd later.

"DGEDIF" -- A PROBLEM SOLVING MODEL
(Cont'd)

Step 4 -- Decide on a Mutually Acceptable Solution

After evaluating the alternatives, the group then chooses one or more of the alternatives to meet the original objective.

- (1) Be sure solution is truly acceptable to all. No one must be pressured into buying a solution he does not accept. The problem will not stay solved if this happens.
- (2) Try to reach consensus (agreement) -- avoid voting.
- (3) Re-state the solution and "test for consensus" when there seems to be agreement. (Are there any strong feelings against this solution?)

When Agreement is Difficult to Reach...

- (1) Keep on talking it out.
- (2) State what parts of solution are acceptable to all and what parts are still hanging the group up. (Stress areas of agreement, pinpoint remaining areas of disagreement.)
- (3) Ask: "Why aren't we able to reach agreement--what is going on to prevent us from finding an acceptable solution?"
- (4) Reiterate the premise that getting your needs met must not be at the expense of others, so we must find a solution acceptable to all.
- (5) Get more data to break deadlocks and propose new alternatives.
- (6) Set up another P-S session in the future to allow everyone to "sleep" on the work done so far before trying again to agree on a solution.

Step 5 -- Implement the Solution

In order to implement the solution, a step by step action plan is developed identifying what needs to be done, who will do it, how it will be done, when it will be done and what resources are needed to do it.

- (1) Put your decision in writing so everyone understands and no one forgets.
- (2) Don't build punishments into decisions. Communicate attitude that you trust the member to stick to his agreement, that you do not expect him to fail to carry out the decision.
- (3) Keep your part of the bargain.
- (4) Avoid nagging, reminding, prodding member to keep his part of agreement.

"DGEDIF" -- A PROBLEM SOLVING MODEL
(Cont'd)

Step 6 -- Follow-Up and Re-Problem

People are selected or volunteer to see if people completed their assignments. The group meets.

- (1) Don't expect solution to last forever--don't demand that it does. Allow member to change his mind and simply re-P-S.
- (2) Don't delay too long if decision is not being carried out. Send "I-messages" about what you see and how you feel about it.
- (3) Send positive "I-messages" when solution is working out.
- (4) When original solution is no longer working, bring this up as a new problem to P-S. Then be flexible and creative in working out a new mutually acceptable solution which meets the new needs identified through A-L and I-M.

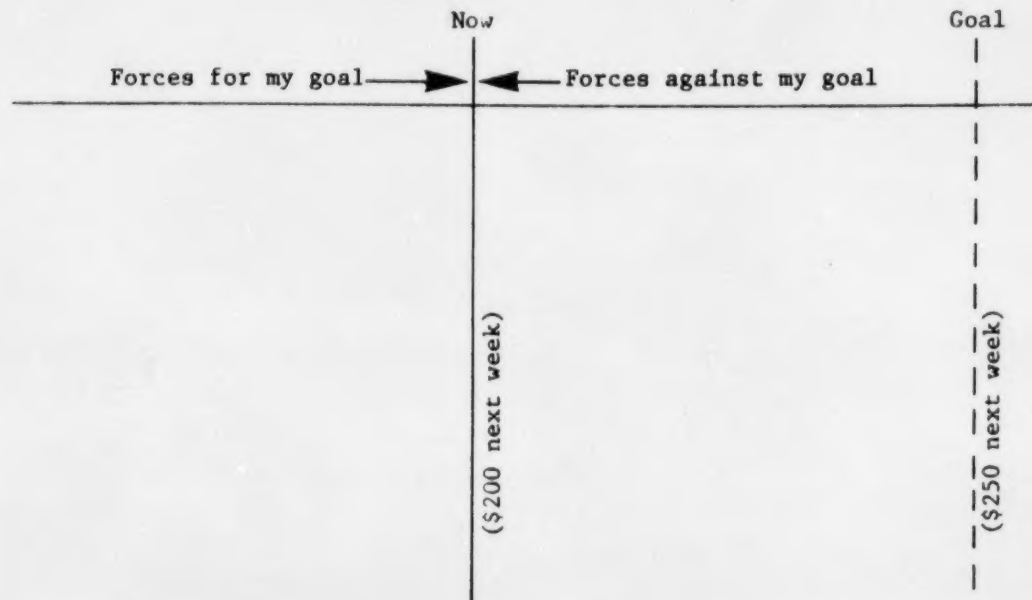
FORCE FIELD DIAGNOSTIC TECHNIQUE

A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation exists at any given moment because sets of counter balancing forces are keeping it that way.

For example, let's look at the amount of money I am apt to earn next week. Let's say it should be about \$200. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than \$200 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids.

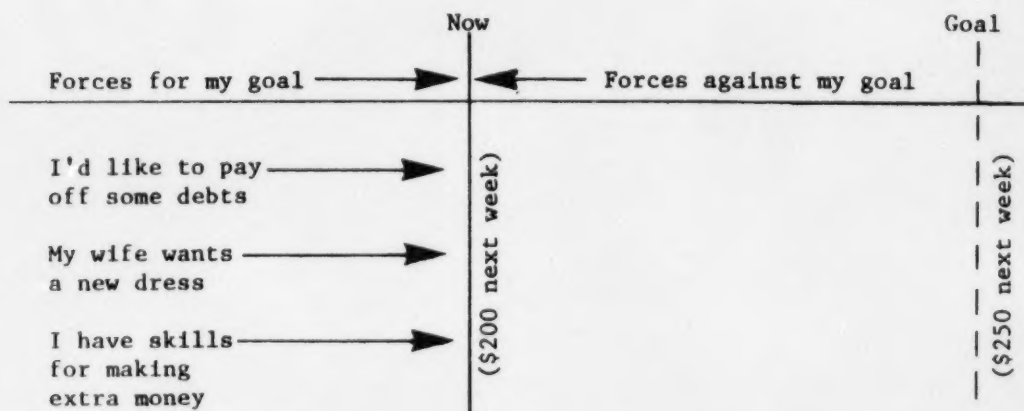
In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right side of the page which represents how you would like things to be. For example, if I wanted to earn \$250 next week instead of my usual \$200, I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from \$200 to \$250.



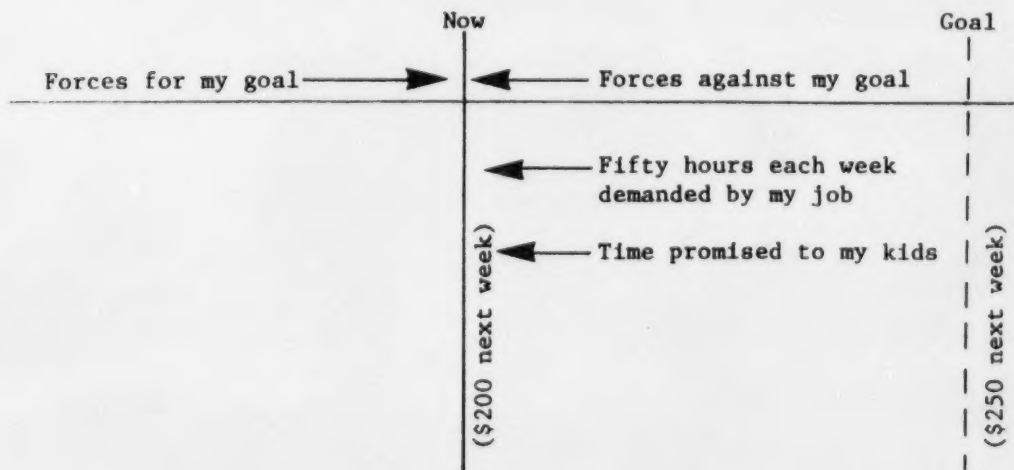
Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from \$200 to \$250.



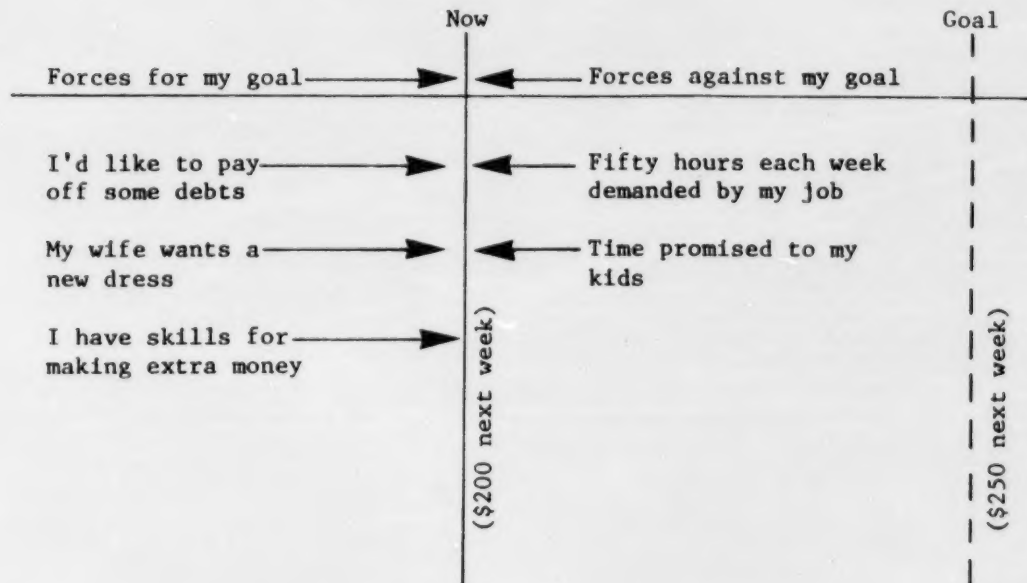
Then I would write down all of the important forces I can think of that could push against movement toward my goal. I write these on the right side of the diagram with an arrow pointing away from my goal.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from \$200 to \$250.



Now I have a complete force field, looking like this:

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from \$200 to \$250.



Here are some guidelines to help make the force field diagnostic technique a powerful one for you.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." A force is stated most helpfully when written in such a way that someone else reading it would know who to go to and what to ask to get a fuller understanding of what is involved in each force.
2. Try to state discrete forces rather than global ones. A force can often be broken down into further subparts. For example, a force such as, "I find it hard to lose weight," might break down to three more discrete forces as follows. "I get a headache when I skip a meal." "My wife often serves rich desserts." "Television ads get me thinking about eating in the evening." Sometimes you can think of ways to break down a force into even more discrete subparts by considering the forces for and against changing a force.

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories of forces in:

Yourself:	"I get a headache when I skip a meal."
Other Individuals:	"My wife often serves rich desserts."
Groups:	"We often share materials in our department."
Organizations:	"The district gives salary credit for this training."
Society:	"Television ads get me thinking about eating."

Write your force field here.

Your problem statement _____

